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ABSTRACT

This guide has been prepared to assist teachers of grades nine through twelve students in the implementation of health education into the curriculum. The book contains student objectives, suggested activities, and pertinent questions which will provide the basic tools to meet program goals. The ten major areas of instruction are: 1) consumer health, 2) environmental health, 3) family dynamics, 4) human growth, 5) mental health, 6) physical fitness, 7) preventive health, 8) safety, 9) human sexuality, and 10) drug education. (CJ)

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HEALTH EDUCATION CURRICULUM GUIDE

GRADE 9 THROUGH GRADE 12

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U.S. DEPARTMENT OF HEALTH,
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**DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS**

HEALTH EDUCATION CURRICULUM GUIDE

GRADE 9 THROUGH GRADE 12

FOREWORD

This guide has been prepared primarily to assist classroom teachers in the implementation of the Health Education Curriculum. It contains student objectives, suggested activities, and pertinent questions which will provide the basic tools in meeting the goals of this program.

The Health Education Curriculum consists of 10 major areas of instruction, each with several subtopics. Each subtopic has student objectives relating to knowledge, intellectual process, attitudes and, where applicable, psychomotor skills, in that order.

The list of activities is divided into three levels: kindergarten through grade 4, grade 5 through grade 8, and grade 9 through grade 12. The topics remain the same throughout, but the student activities become more sophisticated at each succeeding level.

I urge all school personnel to consult this guide in order to obtain a better understanding of Health Education.

Anthony Cardinale
Director

SEP 2 1980

ACKNOWLEDGEMENTS

Data for this guide was provided by the Department of Defense Dependents Schools' teachers, counselors, nurses, and regional and district coordinators that participated on various curriculum committees throughout the overseas regions as a part of the 5-Year Curriculum Review Plan.

Any recommendations for improvement of this guide can be forwarded either to this office or the regional coordinators.

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HOW TO USE THIS GUIDE

1. Introduction

This health education curriculum guide was developed by the Department of Defense Dependents Schools' (DoDDS) teachers, nurses, counselors and other educational personnel. It is our hope that the materials included will apply to the overseas situations in which our students and educators live. Three such guides have been prepared: one for kindergarten through grade 4, one for grades 5-8, and one for grades 9-12. Each guide contains the same units, but with learning materials aimed at students in the appropriate grade levels.

2. Organizational Pattern

Each guide consists of 10 health education units; all but one have several subtopics. Each topic is presented as follows:

a. Student Objectives. The objectives stated at the beginning of each topic are to be met by the students. They are general in nature and allow teachers and students much latitude in determining how they can best be met.

b. Suggested Activities. The learning activities that follow were written and selected to involve students in individual or group activities to help them meet the objectives stated for each topic. The list of activities is by no means comprehensive, but merely a representative sampling of ideas and projects that relate to topic objectives.

c. Sample Questions. Each topic includes a set of questions that pertain to the objectives and activities. Again, this is not a comprehensive list, but an example of the kinds of questions that can be used.

3. Health Education Textbooks

The textbooks recently selected by the Health Education Curriculum Committee for all DoDDS correlate with the topics included in this Guide. DoDDS also have access to AV and other learning materials that can be used.

For example, many of the activities in Unit Two: Environmental Health were taken from the Environmental Education Guide developed by Dale Hunter. Much of the material in Unit Five: Mental Health was extracted from the Multi-Cultural Activities guides written by Ernie Butler and Joan Maas. These and other materials available to all DoDDS can be used to augment the health education curriculum.

4. This guide is intended to provide a framework for a sound health education curriculum for DoDDS' students. The ideas were developed by students and educators experienced in overseas living and should be applicable to the situations we find in our schools. The publication should be used as a guide that provides a series of student objectives to be attained, but does not constrain creative teachers and students in the means used to achieve them. We hope it will help promote the educational growth of our students.

HEALTH EDUCATION CURRICULUM GUIDE

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UNIT ONE - CONSUMER HEALTH

A. CONSUMERISM

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know principles and procedures for selecting health care products and programs.
. . . distinguish between facts and inferences in advertising and reporting.
. . . accept responsibility for evaluating health products and services.

SUGGESTED ACTIVITIES

1. a. Make a chart listing various health professionals, the training required for the title, the licensing agency, and the treatment domain of each. Include medical doctor, chiropractor, osteopath, physical therapist, dental hygienist, oculist, optometrist, and optician.

   b. Write reports concerning health activities of the World Health Organization.

   c. Do a health care cost survey to study prices for services available to the public of the host nation.

2. a. Prepare a list of Federal, state and local law enforcement agencies responsible for the safety of drugs and cosmetics, indicating the services performed.

   b. List ways that your family has used to meet health care needs in the last year.

3. Define "consumerism."

   a. Check with library or health texts for definitions and examples.

   b. Research the following areas:

      (1) Nonprescription medicines
      (2) Health equipment and machines
      (3) Quackery

   c. List agencies and organizations that protect consumer against fraudulent products. Consult library materials, telephone books, and listing of community agencies.

   d. Discussion of laws which are passed by local, state, Federal, national and international organizations for consumer protection.

   e. Check local newspapers for consumer practices.

(1) Bulletin board to illustrate advertising methods.
(2) Examples of fraud, deceiving public.
(3) Discussion about psychology of advertising and purchasing influences.

4. Discuss the dangers of treating oneself when ill. List and discuss the elements in a good personal health program, including a regular physical examination and dental care.

SAMPLE QUESTIONS

1. Medical insurance covers illnesses a person might have at the time the policy was started. T F

2. The Federal Government does participate in group health insurance for its employees. T F

3. Medicare is funded by the U.S. Government. T F

4. Medicare is available to all U.S. citizens. T F

5. Group practice is a system where many doctors will join together to provide medical services to individuals and groups. T F

6. When the money earner in a family dies, the Government takes care of the survivors. T F

7. The most expensive kind of life insurance is usually:

a. ____ group insurance plans
b. ____ private insurance plans
c. ____ union insurance plans
d. ____ employer-paid plans

8. Disability income insurance provides for payments when a person is injured and can no longer work. T F

9. Hospital expense insurance means the full cost of the hospitalization is paid. T F

10. A Health Maintenance Organization (HMO) is a system that provides health services to a group of people, emphasizing preventive care, outpatient services, and continuity of care. T F

B. DELIVERY OF HEALTH CARE

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know the health care systems available in America.
. . . analyze the organizational structure of the health-care delivery in an American city.

. . . understand and appreciate the role of environmental factors in the delivery of health care.

SUGGESTED ACTIVITIES

1. a. Report to the class on functions and activities of your local and state health departments.

   b. Compare and contrast health-care facilities available on base and off base.

2. a. Hold a public debate or use as research projects with reports, regarding public health-care delivery, socialized medicine, private insurance companies, health maintenance programs, and insurance plans, and Medicare.

   b. Ask your parents what health and hospitalization insurance plan they intend to use after military retirement. Ask a civilian how much he spends on health insurance each year.

   c. Find several sources to compare the cost of a particular health-care need. such as an appendectomy or filling of a tooth.

3. Choose one of the following projects related to health-care delivery:

   a. Work in a geriatric home for 1 week, and keep a diary of your thoughts and feelings about your work and about the effectiveness of the system you saw in operation.

   b. Work in an emergency room at night from 6 o'clock to midnight for 1 week, and record your thoughts and feelings about your job and about the effectiveness of the system you saw in operation.

   c. Make a case study of one victim of an automobile accident. List everything and everybody who interacted with this victim from the time of the accident to the time of complete recovery. Comment on the effectiveness of the system.

   d. Interview a hospital administrator, and ask him about his major problems in providing health care. Ask him how he is solving these health care problems.

   e. In coordination with the school nurse/health educator, plan the health-care delivery system for your school and diagram your plans.

4. a. Collect news articles and editorials about efficient and inefficient systems for health-care delivery.

   b. Role play a salesman trying to sell your teacher a health insurance plan. Get brochures from Blue Cross/Blue Shield or Aetna from your CPO.

c. Compare health care available to people of different income levels.

SAMPLE QUESTIONS

1. Many large companies offer health insurance as a fringe benefit. T F

2. Today's public insurance covers more medical problems than it did 20 years ago. T F

3. The Medicare program of comprehensive medical insurance applies to the following group. (Choose one) T F

    a. All American citizens
    b. Only to children under the age of 12
    c. All employed persons
    d. People over 65

4. Most private hospital insurance plans do not cover the cost of routine office visits to the doctor. T F

5. Medical costs are increasing, but at a slower rate than food and housing. T F

6. Choose three of the functions of a city or community health department:

    a. Providing hospital care
    b. Communicable disease control
    c. Public health nursing
    d. Sanitation
    e. Educating medical personnel

7. Poor people living in the inner city tend to have more health problems than middle class people because:

    a. They don't care as much about their health T F
    b. They frequently do not have a good diet T F
    c. It takes money to buy good health care and the inner city poor can't afford this

8. Many deprived people in the inner cities can't get to health clinics, even when they are available. Below is a list of reasons given. Pick out those that are true and those that are false.

    a. They are reluctant to go because they speak another language, i.e., Spanish. T F

    b. If they can't pay, they are refused care at the clinics. T F

    c. They can't get transportation to the clinic. T F

    d. They don't know the clinics exist. T F

   e. They are discouraged by the public health nurses from going. T F

9. The use of "paraprofessionals" for delivering health care is an accepted idea. T F

10. The average age of the American population is:

    a. Getting younger
    b. Staying the same
    c. Getting older

C. HEALTH CAREERS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know criteria for various health professions.
. . . recognize personal characteristics relevant to choosing a career.
. . . identify career choices compatible with personal characteristics.

SUGGESTED ACTIVITIES

1. Select a career to examine:

    a. Write for the pamphlet "200 Ways to Put Your Talent to Work in the Health Field." National Health Council, Inc., 1740 Broadway, New York, N.Y. 10019.

    b. Write to three schools which offer some type of advanced training in the health fields, and ask them to comment on qualifications and characteristics of successful students and professionals in various health fields.

    c. Watch three TV programs, listen to three radio plays, or read three short stories with health professionals in leading roles. With your partner, brainstorm a list of physical, social, intellectual and personality characteristics which describe this health professional. Make a check list of these characteristics, and evaluate yourself using this check list.

    d. Write for the Health Careers Pamphlet Collection. Set up a student careers counseling service for students interested in health careers. Coordinate your career counseling program with the school counselors.

Health Careers Program
Virginia Council on Health
 and Medical Care
P.O. Box 12363, Central Station
Richmond, Virginia 23241

e. Write for:

"Medicine: A Woman's Career" pamphlet
American Medical Women's Association, Inc.
1740 Broadway
New York, N.Y. 10019

2. a. List criteria for an evaluation of personal characteristics in relation to a future role in a health profession.

   b. Identify personal characteristics relevant in making a career choice.

3. Identify educational requirements of various health professions and admission requirements of the educational facilities.

   a. Guest speakers
   b. Community resources
   c. Student participation and reports
   d. Panel with people from agencies
   e. Career day
   f. Requirements for qualifying for certain jobs
   g. Gather pamphlets and brochures

4. a. Make a list of as many health careers as you can.

   b. Role play interviews for admission to an educational facility or for employment.

SAMPLE QUESTIONS

1. Match the individual interests listed in column one with the medical specialist who pursues this area.

____ interested in performing operations on many different areas of the body.

____ interested in diagnosing and treating infections, diseases in adults.

____ interested in prenatal care of women and the delivering of babies.

____ interested in the diseases of women.

____ interested in treating the diseases of children from birth through adolescence.

____ interested in laboratory medical procedures to determine causes, development, and effects of disease.

a. Dermatologist

b. Gynecologist

c. Internist

d. Obstetrician

e. Opthalmologist

f. Pathologist

g. Pediatrician

h. Psychiatrist

i. Radiologist

j. Surgeon

____ interested in defects and diseases of the eye

____ interested in using x-rays to diagnose and treat disease.

____ interested in the diagnosis and treatment of mental disorders

2. In which of the following jobs would a person who values independence and doesn't mind working alone be most satisfied?

a. ____ newspaper editor
b. ____ research chemist
c. ____ hospital orderly
d. ____ factory worker

3. Which one of the following is the BEST way to begin career planning?

a. ____ look at what is available on the job market.
b. ____ take tests to find out what you should do.
c. ____ consider what it is you want out of a job.
d. ____ read as many job descriptions as you can find.

4. An individual interested in eye problems, but lacking necessary funds for a university degree, would most likely select which one of the following occupations which deals with fitting eye glasses?

a. ____ ophthalmologist
b. ____ optician
c. ____ optometrist
d. ____ optologist

5. Although trained in all branches of laboratory technique, a technologist may work in a specialized field. Match the interest areas with the technological specialty field.

____ screening slides for abnormalities in cells which are warning signs of cancer

____ studying parts of the blood

____ preparing cultures and growing bacteria under controlled conditions to study their reactions

____ studying tissue specimen sections under a microscope

____ performing chemical tests on body fluids to diagnose disease

a. Bacteriology
b. Biochemistery
c. Cytotechnology
d. Hematology
e. Histology
f. Radiology

6. Match the amount of education needed after high school which one must achieve with the job listed in the second column.

   ____ two years of college plus 4 years of professional training and licensing exam.

   ____ 2-, 3-, or 4-year program leading to certification and licensing exam.

   ____ on-the-job training or, more recently, a 9-month to 2-year general training course.

   ____ 2-year training program plus 3 or 4 years on-the-job training.

   a. Dental assistant

   b. Dental hygienist

   c. Dental laboratory technician

   d. Dentist

D. NUTRITION

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know the pertinent principles of nutrition and food processing.
. . . analyze the influence of modern foods upon eating patterns.
. . . recognize the need for balance between nutrition, activity and exercise.
. . . feel successful balancing food intake with metabolic output.

SUGGESTED ACTIVITIES

1. a. Collect labels and empty food containers of various types, list the various types of packaging and preserving, and select one example of each packaging and preserving method.

   b. Include old-fashioned canning and preserving techniques. Ask your grandmother about canning and preserving techniques.

   c. Write to the Food and Drug Administration for information about food preservatives and food inspection.

   d. Explore the significance of the following terms in relation to the above topic:

      (1) Monosodium glutamate
      (2) Cyclamates
      (3) Carcinogen
      (4) Dehydration
      (5) Freeze drying
      (6) Saccharin
      (7) Food poisoning
      (8) Freezing
      (9) Canning
      (10) Salting
      (11) Drying
      (12) Smoking

e. Preserve two different kinds of foods, using different methods for preserving each one.

2. a. List and define five diseases related to poor nutrition (diabetes, kwashiorkor, rickets, scurvy, beriberi, anemia). List the treatment and recommended diet to prevent these diseases and/or restore health.

   b. Using the Reader's Guide to periodical literature, find and report on a major famine occurring within the last 10 years. Read the Pollock Brothers' book, "Famine 1975."

   c. Using the Reader's Guide, find and report on scientists and agriculture experts' predictions for world food needs by the year 2000.

   d. List five partial solutions to the world's food needs, and describe each solution in a paragraph.

   e. Report statistics on U.S. yearly agricultural exports over the past 10 years.

   f. Draw a world map, showing the countries and areas where nutrition is a major problem.

   g. Research the population growth for each country where nutrition is a major problem.

   h. Write one paragraph, drawing conclusions concerning world famine, U.S. agriculture, science, and world safety.

3. a. Weigh yourself. Compare height and weight with weight charts and in health textbooks. List five possible health problems which can result from overweight, and define the causes and symptoms of the problems.

   b. If the height and weight charts in textboooks indicate overweight, research five different diet programs, and make an appointment with a doctor to discuss a plan for weight loss.

   c. Monitor your cholesterol intake for 5 days. Make a short report on the dangers of high cholesterol in the blood. Talk with a doctor, preferably a cardiologist, concerning cholesterol. Have a blood test to determine the amount of cholesterol in your blood. Compare your cholesterol count with the norm. Draw conclusions concerning cholesterol intake and daily exercise for yourself.

   d. List health problems that can result from being underweight. Is being underweight usually the cause or a symptom of a health problem?

SAMPLE QUESTIONS

1. Match the additive with the food in which it is found.

____ salt	a.	Vitamin A
____ milk	b.	Lecithin
____ butter	c.	Iodine
____ cake mixes	d.	Vitamin D
____ bread	e.	Thiamine
____ fruit drinks	f.	Vitamin C

2. Match the following with the additives.

____ antioxidants	a.	Serves as yeast foods
____ pectin	b.	Acts as flavor or seasoning
____ monosodium glutamate	c.	Speeds up aging and bleaching of flour
____ ammonium chloride	d.	Preserves fatty products
____ oxides of nitrogen	e.	Improve appearance of foods
____ coal-tar colors	f.	Stabilizes and thickens ice cream

3. Synthetic vitamins are dead and ineffective; vitamins from natural sources are much more beneficial. T F

4. The U.S. Food, Drug and Cosmetic Act states that food labels must not be false or misleading. T F

5. The Food and Drug Administration makes periodic inspections of food and examines samples from interstate shipments of these products. T F

6. Skipping or slighting breakfast results in less activity and decreased mental alertness in the morning. T F

7. It is better to have no breakfast, and eat heavier meals later in the day when you need more energy. T F

8. It is better to have a high carbohydrate snack in the late afternoon so you won't eat so much at dinner. T F

9. Our ancestors probably had better nutritional standards because all of their food was home prepared and home grown instead of being canned, frozen or commercially processed. T F

10. A minimum-cost diet probably has less nutrients than a high-cost diet. T F

UNIT TWO - ENVIRONMENTAL HEALTH

A. CULTURE AND ITS EFFECTS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know trends of modern health care in various cultures.
. . . recognize the need for a balance between health-care technology and cultural customs.
. . . illustrate the role of health care in various cultural groups.

SUGGESTED ACTIVITIES

1. Visit different community environments in city and rural areas.
   - a. Report your findings in relation to sanitation levels.
   - b. Photograph community sanitation problems.
   - c. Start an ecology club with emphasis on correction of problems.
2. Draw a mural or collage of pictures which depicts ways in which three culturally different family groups would cope with two of the following health needs:
   - a. Nutrition
   - b. Exercise
   - c. Preventive medicine
   - d. Disease
   - e. Safety
3. Select a health problem (hunger, clean water, etc.) that would be common in most cultures. Then select an art media (water colors, crayon, collage, ink, etc.) to show how the selected cultures deal with the selected health problem.
4. Have students list those items that might have been found in a family medicine chest in the years 1776, 1876, and 1976. What are the immediate things that are noticed when looking at the lists? Why do the lists grow larger with each 100 years? How does the proliferation of medicine affect:
   - a. Family size
   - b. General family health
   - c. Family relations

5. Select pamphlets from various pro-life and abortion groups. Read the materials from both groups. Compare the basic points of groups supporting either the pro-life or pro-abortion sides. Are they consistent?

SAMPLE QUESTIONS

1. Malnutrition is a major health problem in the United States today. T F

2. Lack of interest has no significant effect on the development of a health-care system in India. T F

3. The large amounts of funds for cancer research are mainly an example of:

   a. ___ crisis-oriented medicine
   b. ___ preventive medicine
   c. ___ problem oriented medicine
   d. ___ supportive medicine

4. Check three health care problems which are mainly characteristic of third world cultures:

   a. ___ population growth
   b. ___ use of advertisements to influence consumer purchasing of services and products
   c. ___ lack of skilled technicians and professionals
   d. ___ lack of educational technology and facilties

5. Choose the two problems which you think are uniquely American health care problems:

   a. ___ malnutrition
   b. ___ use of advertisements to influence what people buy and use
   c. ___ overuse of medicines
   d. ___ uncoordinated efforts in research

6. In planning health care for a specific culture, members of that culture should not be present. T F

7. Good health-care systems should include health providing care to the sick. T F

8. In planning a health-care system for a culture, the culture's food habits are not important. T F

9. An effective health-care plan should include identifying the needs and existing resources as a first step. T F

10. Conflicting with a culture's religious beliefs should be ignored in all health-care plans. T F

B. ECONOMICS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know theories of economic growth and their implications for national and world health.
. . . understand how economic developments affect health habits.
. . . recognize how the role of economics may affect health behaviors.

SUGGESTED ACTIVITIES

1. List and define five diseases related to poor nutrition (diabetes, kwashiorkor, rickets, scurvy, beriberi, anemia). List the treatment, and recommend diet to prevent these diseases and/or restore health.

2. Reader's Guide to Periodical Literature.

   a. Find the report on a major famine occurring within the last 10 years.

   b. Report on scientists' and agriculture experts' predictions for world food needs by the year 2000.

   c. List five partial solutions to the world's food needs, and describe each solution in a paragraph.

   d. Report statistics on U. S. yearly agricultural exports over the past 10 years.

   e. Draw a world map showing the countries and areas where nutrition is a major problem.

   f. Research the population growth for each country where nutrition is a major problem.

   g. Write one paragraph, drawing conclusions concerning world famine, U. S. agriculture, science, and world safety.

3. Take the hypothesis: The greater the Gross National Product (GNP) of a nation, the lower the infant mortality rate will be.

   a. Examine these indices of the United States, Sweden, Mexico, India, Malaysia, Brazil and Iraq.

   b. Based on the findings, what assumptions for economic growth affects on health education can be made? Can you account for the results of the findings?

4. Construct a plan to test whether various levels of income produce more or less cases of high blood pressure. Would careers make a difference?

SAMPLE QUESTIONS

1. Match the example of a health situation which has been influenced by economic theory.

____ population theory increases defeat economic growth.

____ people in poverty do not have equal educational opportunities.

____ poverty in underdeveloped countries can lead to nutrition problems.

____ food production is important to the economic development of many countries.

____ scarcity of medical personnel makes medical treatment and care expensive.

____ disease and illness is detrimental to economic growth of a country.

____ poverty is a self-perpetuating condition which is detrimental to good mental health.

____ as a society becomes more affluent, there is more concern with health care.

____ affluent industrial countries have more people with mental health problems.

____ Economically developed countries have difficult environmental health problems.

____ private medical treatment systems mean that some people cannot afford medical care.

____ private medical care makes medical costs more expensive.

a. Children in Africa have kwashiorkor, a protein deficiency disease.

b. Central American countries cannot achieve economic growth because their birth rate is too high.

c. Nigeria is working toward agricultural improvement before starting to industrialize.

d. African underdeveloped countries find it difficult to improve the economic status of their country.

e. The AMA controls the number of medical schools in the United States.

f. Students from poverty families often do not have the language skills to attend universities.

g. Sweden has a high rate of suicide and alcoholism.

h. The United States has air, water, and soil pollution.

i. Some private hospital emergency rooms turn patients away that cannot prove their ability to pay for care.

j. Cigarette smoking costs American industry millions of dollars in sick days each day

k. Many kids from poverty areas have low self-concepts & little confidence

l. The number of people involved in medical care & treatment fields has increased in the United States in the last 4 years

2. The population control programs in India are examples of efforts to:

   a. Improve economic development through lowering the birth rate

   b. Control the religious thinking of the working class in India

   c. Distribute the resources of India equally throughout the population

   d. Keep the lower class people in the minority group in India

3. The U. S. mental health problems of stress, tension, and anxiety are connected with the problems of overcrowding in urban areas. T F

4. The emphasis on use of leisure time in the United States is an attempt to solve part of the mental health problems of an industrialized, mechanized society. T F

5. Chemical fertilizers and pesticides improve health by decreasing food output levels. T F

6. Low-income populations are less likely to seek preventive care. Which of the following attitudes is the best evidence of this statement?

   a. ___ medical care facilities are too distant
   b. ___ home remedies are thought to be sufficient
   c. ___ only when one cannot work is he sick
   d. ___ many poor people don't have telephones

7. Which of the following health care systems would help prevent medical problems?

   a._____health education in schools
   b._____intensive care units in hospitals
   c._____patient education in hospitals
   d._____health maintenance plans and programs
   e._____advertising campaign against smoking

8. Health maintenance insurance programs/medical research, and health education, are ways in which we hope to reduce the vast amount of money spent on crisis-oriented medicine. T F

9. Socialized medicine is an attempt to provide adequate and equal medical care and treatment regardless of social or economical background. T F

10. Few doctors come from lower and working class backgrounds in the United States because of the expensive costs of medical education and training. T F

11. The fact that drug addiction and drug abuse have now entered our middle class suburbs in the United States is proof that there is no connection between drug abuse and poverty. T F

C. HUNGER

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know facts regarding the impact of hunger on our society.
. . . estimate future consequences implied in world hunger data.
. . . recognize the need for the coordination of resources and agricultural information related to world nutrition.

SUGGESTED ACTIVITIES

1. Survey 10 adults in your community. Ask them the following questions:

   a. Would you register for food stamps if you were unemployed? Yes No

   b. Why?

   Male____ Female____ Educational level: ES, HS, COL, GRAD

   c. Discuss the results of the survey. Is poverty and resultant aspects demeaning? How do they affect people? Do levels of education change responses?

2. Devise a graph to show the following information:

   a. What sections of the world are undernourished?

   b. Is any section overfed?

   c. What is the main food group of the undernourished regions? the overfed regions?

   d. Why do undernourished regions eat less meat?

3. Research the types and amount of food eaten daily by people living in areas of the world where starvation exists. Prepare and eat similar meals in class.

SAMPLE QUESTIONS

1. A lack of protein and vitamins and minerals in the diet of a pregnant woman is likely to increase the possibility of premature birth. T F

2. Reverend Thomas R. Malthus theorized 200 years ago that population would increase until it:

   a. ___ equalled the food supply
   b. ___ overran the food supply
   c. ___ was just below food supply
   d. ___ made provisions for all food supply

3. Productivity and performance are enhanced by a nutritionally sound diet. T F

4. In recent years, world population has surpassed world food supplies. T F

5. A serious problem exists in the world today because population growth is increasing.

   a. ___ in areas with plentiful food
   b. ___ in areas short of food
   c. ___ in areas supplied with other nations' food
   d. ___ in all areas

6. A community might profit from dealing with the crises of low food supply because:

   a. ___ they have plenty of food stored up
   b. ___ they made friends in neighboring countries
   c. ___ they coped effectively and learned to work together to solve this critical problem
   d. ___ few people died from starvation

7. World hunger is a growing problem in our societies. As you become an active member of society you will view this problem as:

   a. ___ something that has always existed and will always exist
   b. ___ a problem that can be solved
   c. ___ a difficult problem that is sad, but hopeless
   d. ___ a many-faced problem whose solution can and should be approached from many different ways

8. Failures of food distribution are the result of poverty, ignorance and cultural differences. T F

9. Death from starvation and malnutrition is commonplace. T F

10. Proteins are in the shortest supply worldwide. T F

D. POLLUTION

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know relevant principles related to the effects of environmental pollution on individual, community and world health
. . . propose and implement an experiment on pollution and health
. . . show commitment to social improvement in the area of pollution and health

SUGGESTED ACTIVITIES

1. List 20 diseases with which you are familiar. In a second column, write a method of controlling each disease. In a third column, classify each control method as either:

   a. Physical

   b. Biological

   c. Chemical

   d. Mechanical

2. Study cancer or cardiovascular disease reasearch and make a one-page report, summarizing all the methods of control being investigated.

3. Make a historical timeline which includes names of scientists, medical personnel, events, discoveries, dates, and pictures to represent the major discoveries and developments in man's fight to control and prevent disease.

4. Walk through a housing area.

   a. List the positive and negative features you see.

   b. Devise a point system to determine the desirability of a housing unit.

   c. Decide which of the factors on your list can be controlled by you only, the local government only, the national or state government only, or no one.

5. Take several slides and coat one side of each slide with petroleum jelly.

a. Select several different places within your city or living area to place the slides, such as a teacher's lounge, rooftop, window ledges, playground, and PX. Label each slide as to location.

b. Expose all slides the same length of time (6 hours, a day, a week, etc.)

c. After collecting the slides, place them on a sheet of white paper with coated side up. Examine them under a strong light with a magnifying glass or microscope. Compare exposed slides with controlled slides that were left indoors in a closed box or drawer.

d. Record data on chart.

6. Make a photographic essay of pollution conditions in your locality.

SAMPLE QUESTIONS

1. The lack of proper sanitation measures may lead to the spread of one of the following diseases:

a. ___ rickets
b. ___ pneumonia
c. ___ intestinal cancer
d. ___ cholera

2. Lack of proper facilities for the disposal of human and animal waste may lead to one of the following conditions:

a. ___ scurvy
b. ___ hernia
c. ___ parasitic infestation
d. ___ bone deformity

3. Which of the following methods of disposing of solid waste is illegal in the United States?

a. ___ sanitary land fill
b. ___ burning
c. ___ industrial recycling
d. ___ disposing into oceans and lakes
e. ___ recycling

4. Radioactive fallout tends to accumulate in living tissues. T F

5. Match the elements of water pollution with the health problems they cause or aggravate:

a. ___ sewage

b. ___ municipal wastes (garbage)

c. ___ industrial wastes (chemicals)

d. ___ thermonuclear wastes

e. ___ agricultural wastes

f. ___ animal manure

g. ___ chemical fertilizer

h. ___ chemical herbicides

i. ___ household detergents

1. spread of communicable disease
2. contamination of drinking water
3. pollution of recreation facilities
4. stimulation of excessive water plant growth
5. sterility in female fish
6. blockage of moving water
7. spread of livestock diseases
8. poisoning of soil by irrigation water
9. hepatitis
10. typhoid
11. dysentery
12. destruction of water fish as a food source

6. Relate a concept on pollution and health to a health problem it might solve.

a. Wearing masks when working near abestos T F

b. Using lead-free gasoline T F

c. Using emulsion paints T F

d. Using public transportation rather than private cars T F

e. Stopping smoking T F

f. Allowing industries with smokestacks T F

7. Which procedures below will help to eliminate health problems caused by water and waste pollution?

   a. Organic farming T F

   b. Proper storage of wastes T F

   c. More private wells T F

   d. Controlled run off of ground water T F

   e. More recreational areas T F

   f. Draining all the swamps T F

   g. National drinking water survey T F

   h. Cleaning up the slums T F

E. POPULATION

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know about population and its effects on national and international health.
. . . apply information about population trends and health to specific problems and new situations.
. . . demonstrate commitment to social improvement by recognizing the relationship between population control and world health programs.

SUGGESTED ACTIVITIES

1. With a given list of statements, decide whether each is fact or inference. Examples:

   a. Our local population changes call for an increase in health services

   b. The increasing population areas affect man physically, mentally, and socially; therefore, changes are necessary in our national health services

   c. Crowding and congestion is pollution of living space and, therefore, we must look at human beings as potential environmental problems as well as buyers of health services

   Obtain information to support inferences.

2. Ask students to observe peripheral conditions (noise level, motion around them, and odors) which affect their feelings and performance in daily activities. In a group discussion, review observed conditions, and suggest how these affect our health problems.

   a. Conduct census count on people in two different locations. Observe for problems affected by degree of crowding. Discuss what health services might be needed (emergency care, spread of infectious or communicable disease, and stress-produced conditions).

   b. Develop a graph that shows the effect of population changes in local area of a specific disease or condition and the necessary health services.

3. Mark a world map, indicating major disease problems and population level. Discuss and draw conclusions regarding possible health services needed. Research and report back the type of health services available.

4. Research on incidence of crimes (theft, physical assault, and rape) and resulting health problems as they relate to population growth. Discuss what an individual must do to improve these situations.

5. Research projects on direct effects of population on man (specific diseases, bronchitis, etc.), indirect effects (kills plants, reduces oxygen) and how health services can help.

6. Research the work of world organizations on various topics:

   a. availability of water (human use, transporation, medical, technical, scientific and industrial use)

   b. Conversion of salt water, and purification of water

   c. Conservation

   d. Availability of doctors and related health staff

   e. Availability of clinic centers (general and specialty)

   f. Availability of hospitals

   g. Availability of outreach care

   h. Population control

7. Prepare a paper, chart, or map to present current statistics on

    a. Global population changes

    b. Over-population

    c. Distribution of people on earth's surface

    d. Mobility of people

    e. Largest world cities

8. Develop a slide or photo series of scenes that visually portray population crowding and any observable results. Have students react to "crowding" photos "How would I feel if I were in '________.'"

9. Plan what to do if an emergency caused the classroom to be shared with 1-3 or more classes for an indefinite period of time. Arrange for class to experience this for a day. Evaluate problems caused in small group discussion. Make conclusions and recommendations in large group through small groups' findings.

SAMPLE QUESTIONS

1. Overcrowding and an environment which degrades human dignity helps develop good health habits. T F

2. The industrialization and modernization of the world has resulted in children becoming less important as economic assets. T F

3. Today there appears to be a relationship between health, wealth, and population. T F

4. A healthy life in a continually crowded world will depend on our relationship with our environment. T F

5. Population grows faster in "Have Not Countries" than "Have Countries". Which problems below do "Have Not' populations have?

    a. ___ not enough body-building foods
    b. ___ not enough doctors and hospitals
    c. ___ not enough money from taxes
    d. ___ not enough knowledge to raise more food
    e. ___ high infant mortality rate
    f. ___ high illiteracy rate
    g. ___ high life expectancy

6. Which plans would affect the health of an over-populated community?

    a. ___ a plan for birth control.
    b. ___ providing every family with two cars.
    c. ___ Providing adequate health care facilities.
    d. ___ rewarding large families with money.

F. TECHNOLOGY

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know the relationships between technology and health.
. . . evaluate the data regarding the impact of technology on health.
. . . formulate a life style consistent with a healthy body in a changing environment.

SUGGESTED ACTIVITIES

1. Research information concerning one communicable and one degenerative disease and summarize the important information concerning the disease on one side of a piece of notebook paper. Develop and print a 10-question short answer test covering the important points about the disease. Print a separate answer key. Summaries and short answer tests should be stapled to opposite sides of a stiff piece of poster board and filed alphabetically in a file drawer or box for use as a reference for other students in the class. Students should take care to choose a disease which no one else has reported on. A sign-up sheet is a good way of keeping track of which diseases are already being researched. Answer keys should also be stored in the file to permit self-evaluation. Small diagrams or pictures may be included in the summary sheet.

2. How has technology helped to control these diseases?

    a. Review print materials, films, and filmstrips, and record all that relates to means of controlling disease. Formulate questions from this information.

    b. Visit local agencies (dairy, sanitation department, water purification plant, and public health agency) to make a report on their disease-controlling role.

    c. Do individual research reports on specific individuals who have contributed to communicable disease control: Pasteur, Jenner, etc. Prepare a short cartoon strip, slide tape presentation, television play, or radio drama, depicting the events leading to this important discovery. Follow the historical presentation with a short lesson on immunology which includes a definition of the following terms:

        (1) Antigen
        (2) Antibody
        (3) Blood
        (4) Germ (bacteria, and micro-organism)
        (5) Immunization

3. a. List 20 diseases with which you are familiar. In a second column, write a method of controlling each disease. In a third column, classify each control method as either:

   (1) Physical
   (2) Biological
   (3) Chemical
   (4) Mechanical

   b. Study cancer or cardiovascular disease research and make a 1-page report, summarizing all the methods of control being investigated.

   c. Make a historical timeline which includes names of scientists, medical personnel, events, discoveries, dates, and pictures to represent the major discoveries and developments in man's fight to control and prevent disease.

4. Sketch a map containing the following: seacoast, forest, hills, natural harbor, deep river, and farmland.

   a. Place a city on your map and select a site for your home. State the reasons for your selection.

   b. After you are settled, industry gets government authority to build a lumber products mill in your area. Where can they build? State the advantages and disadvantages.

SAMPLE QUESTIONS

1. Modern science has improved our health by developing immunizations. T F

2. Modern science has improved our health by producing fluoridization of water. T F

3. Check the technological developments which have been harmful to health.

   a. ___ modern food processing and additives
   b. ___ high yield fertilizers
   c. ___ color additives for foods
   d. ___ fast food restaurants
   e. ___ removal of roughage from flour
   f. ___ Vitamin D milk
   g. ___ iodized salt
   h. ___ microwave ovens
   i. ___ white (bleached) sugar

4. Check the technological developments which have improved individual people's health in the United States in the last 50 years.

   a. ____ polio vaccines
   b. ____ assembly lines
   c. ____ mass media communication
   d. ____ heart lung machines
   e. ____ microwave oven
   f. ____ faster automobiles
   g. ____ jet air travel
   h. ____ X-rays

5. Which of the following habits could you adopt which would make you less dependent on technology and more healthy?

   ____ walk to work, school, etc.

   ____ stop brushing your teeth

   ____ stop eating refined sugar and products containing it

   ____ ride a bicycle when you have less than 5 miles to go

   ____ eat more vegetables and less red meat

   ____ stop drinking milk

   ____ wear more clothing and keep your house cooler

   ____ grow a vegetable garden

   ____ shovel snow and mow grass with hand tools

6. Below are health-related factors in a highly technological society. For each item you feel has a negative affect on health, place an "N" in the blank. For each, which you feel has a positive effect on health, place a "P" in the blank.

   ____ availability of fresh food all year around

   ____ highly polluted air

   ____ lots of preservatives and dyes in food

   ____ highly refined sugar and flour

   ____ regular dental care

   ____ immunization to many diseases

   ____ impure drinking water

   ____ lots of spectacular entertainments

____ warm, well-lighted homes and schools

____ little need to do physically hard work

7. Check below the health problems which are suffered less in primitive society than in a highly technological one.

____ obesity

____ arthritis

____ measles

____ cancer of the colon

____ birth defects

____ endometritis

____ intestinal parasites

____ pink eye

____ bilharzia

____ yellow fever

8. As the increase of automobile and other surface transports continue, it will result in a continuing need for highway building. What are some of the consequences of such building which might affect health? More than one answer may be checked.

a. ___ less land for farming

b. ___ less wilderness and recreation area

c. ___ a greater market for heavy machinery

d. ___ a continued need for strip mining of materials for highway building

e. ___ more business opportunities for people who operate businesses along highways

f. ___ greater spread of pollution from automobile exhausts

UNIT THREE - FAMILY DYNAMICS

A. AGING

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know pertinent principles of the aging process.
. . . distinguish between facts and inferences about aging.
. . . appreciate the role of aging in everyday life.

SUGGESTED ACTIVITIES

1. Discuss the phenomenon of chronogical vs. mental age and maturity. Find examples of mature and immature actions.

2. Differentiate maturation and aging. Incorporate the concept of responsibility.

3. Distinguish between facts and inferences about aging through panel discussions.

4. Have class members go through one school day with a malady commonly associated with old age:

   a. Splint on legs - arthritis or back problems.

   b. Glass fogged over - cataracts.

   c. Plugs in ear - loss of hearing.

   d. Wheel chair.

SAMPLE QUESTIONS

1. The aging process begins:

   a. ___ when body growth stops
   b. ___ when mental growth stops
   c. ____ with conception
   d. ____ when one turns 65

2. Match the letters M, G and A with the statements:

   ____ learning a language

   ____ adding one inch to height

   ____ having a menstrual period

   ____ having a nocturnal emission

   M = maturation
   G = growth
   A = aging

____ losing one inch in height

____ experiencing loss in hearing

3. It is silly for older people to try to exercise. T F

4. Match the statements below with one or more organs:

____ lack of exercise can damage	a. Heart
____ alcohol can damage	b. Lungs
____ cigarettes can damage	c. Liver
____ too much coffee can damage	
____ too much food can damage	

5. Below is the name of a common non-infectious disease:

a. ____ cancer
b. ____ measles
c. ____ pneumonia
d. ____ mononeucleosis

6. People are not seriously ill if they have a non-infectious disease. T F

7. A disease that is non-infectious is:

a. ____ smallpox
b. ____ chickenpox
c. ____ strep throat
d. ____ heart disease

8. Match the following: An answer may be used more than once.

____ a person who engages in little or no physical activity is likely to develop	a. Coronary artery disease b. Chronic liver ailment
____ an obese person is likely to develop	c. Kidney disease
____ a heavy drinker of alcohol is likely to develop	d. Lung Cancer
____ a cigarette smoker is likely to develop	

9. One's decision to smoke affects only that person. T F

10. Check the ones below which will promote a healthy change from middle age to old age:

a. ____ acceptance of body changes

b. ____ sufficient physical activity

c. ____ contact with friends

d. ____ heavy smoking

11. A stroke may cause all but one of the following:

a. ____ loss of ability to speak clearly

b. ____ loss of ability to think

c. ____ loss of ability to control bowels and bladder

d. ____ paralysis on one side of the body

12. What does "aging gracefully" generally mean?

a. ____ becoming more limber as one ages

b. ____ accepting old age and its changes

c. ____ feeling young

d. ____ walking with a youthful gait

13. Check all of the following that are generally positive aspects of growing older.

a. ____ knowledge

b. ____ experience

c. ____ understanding

d. ____ dependence

14. Most people can be taught how to give basic nursing care to the elderly who need such care. T F

15. All but one of the following diminishes as one ages:

a. ____ intelligence

b. ____ sense of touch

c. ____ eyesight

d. ____ hearing

16. Realistic planning for retirement includes:

a. ___ marrying young

b. ___ spending money rapidly before one cannot enjoy it

c. ____ formulating financial plans during working years

d. ____ carrying large amounts of life insurance

17. In many cultures, caring for an elderly parent is a child's responsibility. T F

B. DEATH AND LOSS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know conditions which produce familial encounters with death/loss.
. . . understand how people deal with death/loss crises (death, divorce, marriage, college, and extended unaccompanied duty).
. . . demonstrate tolerances of practices dealing with death/loss in other cultures.

SUGGESTED ACTIVITIES

1. Assign readings about death and dying from the literature:
   a. Death scenes from Romeo and Juliet, Hamlet, and MacBeth
   b. Our Town
   c. Love Story
   d. For Whom The Bell Tolls
   e. Becket
   f. A Rose For Emily
   g. "The Raven" (a poem)
2. Discuss the effect of impending death on attitudes and values. Discuss the effect upon attitudes and values when a loss occurs (college, marriage, and extended unaccompanied duty.)
3. Investigate funeral customs in other cultures and report on findings.
4. Use musical selections from classical, jazz, folk or modern music and explain how the authors attempted to express their emotions about death.

SAMPLE QUESTIONS

1. The medical profession currently is discussing and defining when death actually occurs. T F
2. Talking about death provides an opportunity to contemplate one's own death and come to terms with some of those feelings. T F
3, Check all changes which could produce loss experience:
   a. ____ going to college
   b. ____ going into the military
   c. ____ going on a short vacation
   d. ____ getting married

e. ____ a friend who moves to another country
f. ____ going to work
g. ____ going on extended TDY
h. ____ getting a divorce
i. ____ birth of a sibling

4. Crying at the death of a loved one indicates a lack of understanding of the life-death cycle. T F

5. Denial is one of the stages a terminally ill person usually goes through. T F

6. Preparing for your own funeral is an indication of severe depression. T F

7. Being able to talk about death or loss probably indicates acceptance. T F

8. A memorial or church service for someone who has died accomplished all of the following, except:

a. ____ identification
b. ____ reveneration
c. ____ expresses anger
d. ____ communal awareness

9. Death in most cultures is represented as evil. T F

C. PARENTING

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know important principles of parenting, (sibling arrival and parent preparation).
. . . judge the value of healthy parenting by the use of personal criteria.
. . . display consciousness of parenting complexities.

SUGGESTED ACTIVITIES

1. Discuss the idea that a child is the product of parental care.

2. List good health behavior patterns which you have probably learned from your family.

3. List behavior patterns which you have observed that you consider unhealthy.

4. Monitor family interactions and record those behaviors which might influence health behavior patterns.

SAMPLE QUESTIONS

1. According to Spock, our personalities have three parts composed of parent, child, and adult. T F

2. Being able to understand others' feelings is a primary component to PET. T F

3. According to Driekers, children should be accountable for their actions. T F

4. Family differences are usually best solved by a decision by:

   a. ____ the father, if he is involved in the difference

   b. ____ all of the family involved in the difference

   c. ____ the mother and the father together

5. During an argument between one's parents, a teenager would probably do best to:

   a. ____ take sides with the dominant parent

   b. ____ take sides with the parent who seems right

   c. ____ stay out of the argument

   d. ____ help the parent who seems to be losing

6. Most people are fully aware of why they do what they do. T F

7. Most children develop major physical abilities in a recognizable pattern. T F

8. A good way to get children to improve is to compare them with older siblings. T F

9. Father tells 6-year-old Debbie she must pick up her toys before she can watch TV. She does not pick them up. The father should:

   a. ____ let Debbie watch TV if she promises to pick up her toys right after the program

   b. ____ not let Debbie watch TV

   c. ____ threaten that, if she does not pick up her toys next time, she will never be able to watch TV

   d. ____ argue with her until she picks up her toys

10. People are sometimes unable to listen to others because their own problems are too demanding. T F

D. WELLNESS AND ILLNESS

STUDENT OBJECTIVES - GRADES 9-12

. . . know pertinent principles of maintaining a healthy family.
. . . recognize familial health practices which result in healthy families.
. . . appreciate the role of healthy families in everyday life.

SUGGESTED ACTIVITIES

1. Make an outline of personal contributions to familial health.
2. Make a list of good health behavior patterns. Be able to discuss why they are good behaviors.
3. Use the list to monitor personal and familial patterns.
4. Identify a health problem in a particular culture. Provide a possible solution to the problem.

SAMPLE QUESTIONS

1. Healthy families might include all of the following, except:

   a. ____ a parent with heart disease c. ____ a senile grandparent
   b. ____ a child with diabetes d. ____ an alcoholic

2. If a families' whole life is centered around anger or disappointment, they have poor:

   a. ____ social health c. ____ economic health
   b. ____ physical health d. ____ mental-emotional health

3. Being able to listen to other family members' feelings is mainly necessary when there has been an argument. T F

4. An extended family provides all but one of the following:

   a. ____ sense of belonging c. ____ role modeling
   b. ____ family unity d. ____ greater wealth

5. Breast self-examination should be done once a month by every woman. T F

6. One's decision to smoke affects only that person. T F

7. Abused children tend to become abusive parents. T F

8. Check all of the following family health practices that increase family health:

a. ____ parents should be role models

b. ____ brushing and flossing teeth once every 24 hours is important

c. ____ good nutrition is important at all ages

d. ____ sharing bath towels

e. ____ insistance upon eating all food served at mealtime

9. When disease or accident strikes your family, the first thing to do is:

   a. ____ take vitamins and rest

   b. ____ think how you could have prevented it

   c. ____ be upset about it

   d. ____ get the best medical care

10. A growing responsibility towards care of the home indicates a maturing family. T F

11. Sleeping too much or too little may indicate a family problem. T F

UNIT FOUR - GROWTH, DEVELOPING, AND AGING

A. BODY SYSTEMS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

- . . . know useful generalizations on the interrelationships of all body systems.
- . . . analyze the organizational structure of the human body.
- . . . understand and accept the strengths and limitations of one's own body.
- . . . perform basic health actions independently consistent with growth changes.

SUGGESTED ACTIVITIES

1. Use book Future Shock. Assign sections or chapters to small groups to read, discuss, and prepare presentations on.

2. Gather statistical data to help make charts, showing how the life span of humans has increased over the years. Hypothesize reasons for the increase.

3. Write to health agencies to find out what new discoveries have been made in the health field.

4. Investigate the impact on human life of the heart-lung machine, prosthetic blood vessels and valves, and the internal pacemaker.

5. Investigate hazards to body functioning posed by modern living.

SAMPLE QUESTIONS

1. A person who suspects he/she has a heart problem, should first:

    a. ____ start a strenuous program of exercise designed to strengthen muscles in that area.

    b. ____ rest and ignore it since doctors can do little for coronary problems.

    c. ____ start a sodium-free diet and relax to reduce tension.

    d. ____ see a doctor who uses cardiovascular monitoring devices for a checkup.

2. A woman who has a history of hemophilia in her family and is worried about having a son with the disease, should:

   a. ___ never marry since all sons will have hemophilia.
   b. ___ have an abortion should she become pregnant.
   c. ___ go to a genetic counselor to see if she is a carrier.
   d. ___ go to the library and research the problem.

3. As our environment changes, community health personnel will probably play a larger role in disease prevention and teaching people to cope with environmental hazards. T F

4. Check the items below that a person, concerned with community and personal health in a world of new technology, can do. There may be more than one correct answer.

   a. ___ read consumer and FDA reports on food additives and preventatives.

   b. ___ read current reputable journals about community and personal health problems.

   c. ___ get the advice of your neighbor before starting a new weight-reducing plan.

   d. ___ check the book store for a good book on home cures.

   e. ___ share your medication with a friend who has the same symptoms.

   f. ___ see your doctor for a regular yearly checkup.

   g. ___ check your horoscope for the month to see if you will have medical problems.

5. As the world population grows, and crowding becomes a greater problem, which of the following ways will probably be used to preserve and store food? There may be more than one correct answer.

   a. ___ large home freezers
   b. ___ dehydration
   c. ___ irradiation
   d. ___ deep-sea storage
   e. ___ large quantity canning

6. In the list below, check three current methods for treating cancer.

   a. ___ surgery
   b. ___ antiseptics
   c. ___ chemotherapy
   d. ___ pap smear
   e. ___ antibiotics
   f. ___ genetic modification
   g. ___ radiation therapy
   h. ___ vitamin therapy

7. Which of the following advances in medicine has resulted in early detection of uterine cancer?

   a. ___ radiology
   b. ___ pap smear
   c. ___ telediagnosis
   d. ___ gram stain

8. Gonorrhea has reached epidemic numbers in the United States. Some forms have become resistant to penicillin. A future technological solution to this problem will be:

   a. ___ careful selection of sexual partners
   b. ___ development of vaccine for gonorrhea
   c. ___ a worldwide "penicillin innoculation day"
   d. ___ gonococcus mutating to produce a harmless strain

9. "Smart" cells are latex spheres coated with antibodies that make them act specifically on certain cells. These spheres can possibly be used to:

   a. ___ raise the intelligence level of a population.
   b. ___ train muscle cells to respond quickly and improve coordination.
   c. ___ search out and destroy benign or malignant tumor cells.
   d. ___ minimize infection as the latex rebuilds destroyed bone tissue.

10. From the checklist below, check items which a town or city can do to reduce the noise level.

   a. ___ reduce speed limits to reduce noise in high noise and residential areas.
   b. ___ reduce the noise of the source by using stronger mufflers, etc.
   c. ___ eliminate source by use of quiet underground mass transit.
   d. ___ ban trucks and heavy equipment from streets and highways.
   e. ___ reduce noise around freeways by constructing sound barriers.
   f. ___ make pedestrian zone areas within the city limits.

11. Every man, woman, and child in the United States generates 5.3 pounds of solid waste per day in the form of bottles, cans, waste paper, plastic containers, used appliances, etc. Check items in the list below that would reduce this amount of waste and reduce pollution.

   a. ___ encourage local grocers to stock items with biodegradable packaging.
   b. ___ promptly burn all burnable items such as plastic and paper.
   c. ___ encourage local merchants to offer items without packaging when possible.
   d. ___ collect paper, glass bottles, aluminum cans, scrap metal, etc. and return to a recycling center.
   e. ___ dump nonbiodegradable items into a stream so it will be carried away from the community.

B. HUMAN LIFE CYCLE

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know useful generalizations about the total life cycle with emphasis on the peaking of body ability and gradual tapering off with aging.

. . . integrate learning from different areas into a personal life plan based on expected future life cycle.

. . . formulate a life plan in harmony with present and expected future abilities.

SUGGESTED ACTIVITIES

1. Make a graph or chart, showing average life expectancies for males and females in the 18th, 19th, and present centuries. List reasons for the increase in life expectancy.

2. Through a panel discussion identify value systems and behavior patterns expected of teens by teens, of teens by parents, and of teens by schools. How do expectations agree or differ? What can be done to bridge any existing gaps? What behaviors indicate growth? What appears to be a successful process in achieving particular life goals?

3. Visualize yourself at different life stages, and state your feelings about the way you might be at each stage. Translate your visualized self into a sketch, using written words to further describe that self.

4. Compile a list that represents the class's idea of conflicts they must deal with. Discuss feelings. Relate their ideas on accepting these challenges. Identify the sequences of the conflict. List observations and conclusions about the problem-solving process as it relates to personal feelings.

SAMPLE QUESTIONS

1. An adolescent who has adapted well to his role as a child, and has become comfortable with it, finds it difficult to assume his new role as an adult. T F

2. Expecting a person to feel comfortable with his/her masculinity/femininity would depend upon:

   a. ____ the style of dress and length of hair he/she chooses.
   b. ____ whether or not the person's peers accept his/her masculinity or femininity.
   c. ____ accepting society's ideas of masculinity or femininity.
   d. ____ the person's own concept about masculinity and femininity. whether or not he/she conforms to those standards.

3. In order to become successfully adjusted to growing old, it is important that a person:

   a. ___ push himself to maintain physical activity established earlier in life.
   b. ___ maintain a youthful self-image to all people in all age groups.
   c. ___ select activities that are suited to his physical capacity and age group.
   d. ___ learn to depend upon others to do those things that they feel they are capable of accomplishing.

4. You have decided to become a ______________, but your parents laugh and tell you that you're too dependent for such a position. How can you best handle this situation?

   a. ___ change your mind and live at home
   b. ___ apply to all airlines and accept the first offer
   c. ___ find all possible information and discuss with parents
   d. ___ show your independence by immediately leaving home

5. List the following stages of the life cycle in chronological sequence by using 1 to indicate the first stage, 2 the second, etc., ending with 7 to indicate the final stage.

   a. ___ fetus
   b. ___ maturity
   c. ___ birth
   d. ___ death
   e. ___ puberty
   f. ___ fetilization
   g. ___ old age

6. The greatest rate of growth usually takes place during:

   a. ___ early childhood
   b. ___ prenatal development
   c. ___ maturity
   d. ___ puberty

7. Place a check by each hormone that is associated with the onset of puberty. There may be more than one correct answer.

   a. ___ adrenalin
   b. ___ testosterone
   c. ___ bile
   d. ___ estrogen
   e. ___ progesterone

8. A couple dated off and on for 3 months before the young man left for military service. They thought they were in love. Upon his return they should:

   a. ___ realistically expect a happy marriage
   b. ___ continue to date as they had in the past
   c. ___ become engaged and plan their wedding
   d. ___ date and discuss their present feelings for each other

9. As a person matures and seeks a profession, he/she may decide the best reason for him/her to choose a trade school over college is:

   a. ____ a mature person definitely does not need a degree.
   b. ____ college merely provides additional social life.
   c. ____ many challenging, good paying jobs do not require a degree.
   d. ____ college turns clear-thinking people into radicals.

C. COPING AND MASTERING

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know acceptable personal standards of coping with and mastering normal growth and developmental tasks.
. . . propose a plan for an experiment in mastering a contradictory expectation or demand (internal or external).
. . . discover the best of selected alternate responses of coping behavior in relation to various demands.

SUGGESTED ACTIVITIES

1. Discuss ways for achieving the developmental tasks Havighurst lists for youth aged 12 to 18, and share your own feelings and reactions to those tasks:

   a. Achieving new and more mature relations with agemates of both sexes
   b. Achieving a masculine or feminine social role
   c. Accepting one's physique and using the body efficiently
   d. Achieving emotional independence of parents and other adults
   e. Achieving assurance of economic independence
   f. Selecting and preparing for an occupation
   g. Preparing for marriage and family life
   h. Developing intellectual skills and concepts necessary for civic competence
   i. Desiring and achieving socially responsible behavior
   j. Acquiring a set of values and an ethical system as a guide to behavior

2. Identify internal or external responses that are beneficial to development.

3. List differences between personal and societal standards. Hypothesize possible consequences of those differences.

4. Model a coping behavior desired for yourself, but as yet not in your repertoire:

   a. Identify the coping behavior desired.
   b. Identify someone who does that behavior.

c. Observe that person in action.
d. Specifically describe that behavior as done by the model.
e. Visualize (imagine) self doing that behavior.
f. Rehearse the behavior.
g. Use the behavior in a real situation.
h. Analyze the results of the behavior and modify it, utilizing the data obtained.

SAMPLE QUESTIONS

1. Match the phases of task development in the left column with the appropriate period of task development in the right column.

Task Development	Period of Task Development
a. ___ marriage and family life	1. ___ old age task development
b. ___ language development	2. ___ early adolescence task development, age, 13-17
c. ___ acceptance of death	3. ___ childhood task development
d. ___ intellectual skills and concepts	4. ___ late adolescence task development
e. ___ work retirement	5. ___ infancy task development
f. ___ economic independence	
g. ___ parental dependency	

2. A friend of yours told you that she was into drugs and was messing up her head. You listen, and eventually the conversation turns to her problems at home. You rap with her about how you cope with some of your home problems. For a couple of weeks, you help your friend by listening and suggestioning ways of dealing with problems. You feel you have assisted your friend because:

a. ___ she no longer wants to talk to you.
b. ___ she no longer uses drugs to forget her problems.
c. ___ her parents have moved into a new house.
d. ___ her parents have separated and will divorce.

3. Which of the following behavior patterns is personally acceptable in the life cycle of adolescence? There is only one correct answer.

a. ___ achieving mature relations with peer group.
b. ___ opportunities for financial gain.
c. ___ ability to operate mechanical tools.
d. ___ rivalry and competition.

4. The adolescent's developmental process includes which of the following?

a. ___ continuous daydreaming.
b. ___ acquiring a set of values.
c. ___ achieving job satisfaction.
d. ___ preparing oneself for old age.

5. When adolescents begin to look like an adult person, they are then permitted more degrees of freedom. T F

6. As an adolescent progresses, problem behavior diminishes when the youth is successful in making the transition into adulthood. Check the following three behaviors which indicate success.

   a. ____ learning how to live with other teens.
   b. ____ influencing behavior of others.
   c. ____ reaching legal age of maturity.
   d. ____ receiving family life training at home.
   e. ____ completing job training.

7. Adolescents who feel uncertain in social contacts may have difficulty later in life making friends. T F

8. Although an individual is legally considered an adult at age 18 in the United States, this person is still considered a late adolescent in the developmental process. T F

9. Societal standards may be obstacles to an adolescent's success. T F

10. There is a good movie playing at the local theater at 6:30 and 9:15 on Tuesday night. Most of your friends are going to the 9:15 show. Your parents say you can go, but only to the 6:30 show because of your exams the next day. You should:

    a. ____ go spend the night at a friend's house and go anyway.
    b. ____ talk some of your friends into going at 6:30.
    c. ____ tell your parents you're not a child and go anyway.
    d. ____ refuse to go at all since you can't go at 9:15.

11. Shyness is emotionally threatening to the adolescent. When acquiring new friends, the adolescent can best cope with this situation by which of the following:

    a. ____ having lots of spending money for self and friends.
    b. ____ accepting shyness as a normal and common experience.
    c. ____ denying the social and personal costs of shy behavior.
    d. ____ talk over all problems with mother and father.

UNIT FIVE - MENTAL HEALTH

A. ETHNOCENTRISM

STUDENT OBJECTIVES - GRADES 9-12

. . . know useful generalizations about ethnocentrism.
. . . distinguish between facts and inferences concerning various races and cultures.
. . . demonstrate appreciation for the balance between attachments for one culture and acceptance of another.

SUGGESTED ACTIVITIES

1. Perform a play or skit that demonstrates healthy ethnocentrism.

2. Determine from these how one can facilitate the tolerance level for differences in self and others.

3. List five races and their recognized culture and customs.

4. Research cultural events and report on happenings.

5. List beliefs people hold regarding four different cultural groups.

6. Arrange for cultural exchange.

7. Consensus Seeking - Agree or Disagree?

   a. Introduction

   Arriving at group consensus is often a difficult, time-consuming task. However, the learning gained from the give-and-take of the experience is well worth the effort.

   b. Directions

   This exercise may be used to get people involved in a discussion on any topic. Suppose you are interested in helping a group understand minority group relations in general. Start by giving out a list of 10-20 statements on the topic. Each person is to mark "agree" or "disagree" next to each statement. After all are finished, form quartets and arrive at a group consensus on each statement. Use no conflict-reducing techniques, such as voting or majority decision reached on each statement. When groups have had ample time for discussion, ask for questions or comments on the statements and open the session to general discussion.

c. Sample Statements

(1) Today in the United States, some groups are the victims of prejudice and discrimination just because they are "different."

(2) Some groups of people are naturally more intelligent than others.

(3) To avoid trouble in large American cities, people of different races should live in separate neighborhoods.

8. Consensus Seeking - Forced Choice Exercise

a. Directions

Give each student a list of 15 items to be ranked in order from 1 to 15, putting the item each feels most strongly about in the No. 1 slot and the item each feels least strongly about in the No. 15 slot. Working individually, have them rank the other items somewhere in between, according to the strength of their feelings about them. After each person has finished, form quartets and ask each to do a group ranking of the items. They must arrive at all group decisions by consensus. No conflict-reducing techniques, such as voting or majority rule, may be used. After each quartet is finished, compare the final rankings of each group. List them on the board and open a general discussion of the task.

b. Sample Items

(1) Several black students refusing to sit with white students at a lunch table

(2) Terms such as "Spick," "Nigger," "Honky," "Chink," etc.

(3) Segregated schools

(4) Afro hairdos

(5) Interracial dating in high school

(6) The "dap"

9. Dilemma

a. Introduction

In this activity, participants must consider a moral dilemma and choose a course of action. Then they must face the judgment of their peers and compare individual concepts of right and wrong.

b. **Materials**

(1) Six sets of "dilemma cards" (eight to ten dilemmas in each set).

See examples.

(2) Scoresheet

c. **Directions**

(1) Divide into groups of four or five. Place 8 to 10 dilemma cards face down in the middle of each group.

(2) The first player picks a card and has a maximum of 2 minutes to study the dilemma, decide what to do, and formulate reasons, keeping two things in mind:

(a) Accept the dilemma exactly as given. Do not try to add to it, subtract from it, or change it in any way.

(b) Decide personally, not as anyone else would. One's own set of ethics should be the only guide.

(3) When the time is up, the player reads the dilemma and options aloud and then announces the course of action and reasons for choosing it (1-2 minutes).

(4) Without consulting each other, all other players score the first player on a scrap of paper.

(a) Score on a scale with a range 0-10, 0 representing absolute disapproval, 10 representing absolute approval.

(b) In scoring, both the ethics and the reality of the decision must be considered. Scorers must listen to the player's reasons, consider how ethical the decision is, and whether the player would make it in real life.

(5) Scorers then announce how they graded the player and their reasons. One group member should collect scores separately as they are announced, average them to one decimal place, and record this average on the scoresheet under "1st score."

(6) The player can accept or reject the "1st Score."

(a) If he accepts it, the next player takes a new dilemma card, and the process is repeated.

(b) If, however, he feels the scoring is unfair, he can reject it and defend his position again (2 minutes). When he has finished, original scores can be revised up or down, or left as they were. Scorers announce their second ratings, with a comment or two about why they raised, lowered, or left them the same. The scorekeeper again collects the scores, computes the average, and writes it in the "2nd Score" column.

(7) The next player takes a new dilemma card and the game continues as instructed above. A round continues until each player has had a turn. Ideally, a game continues for two or more rounds, giving each player a chance to test at least two situations. As each dilemma card is played, it is placed in a discard pile to avoid repetition.

d. Sample Dilemma

(1) Your parents own an apartment building in a large American city. One of the units is vacant and a black couple with one child wishes to move into it. Your father refuses to consider renting to them because he fears the other tenants will leave the building. Your mother isn't so sure. In school you learned about discrimination in housing and now is your chance to do something about it.

DO YOU:

(a) Respect your father's wishes and avoid further discussion of the matter?

(b) Persuade your mother that it is wrong not to rent to this couple just because of skin color and have her work on your father?

(c) Confront your father, pointing out his racism?

(d) Other choice? (please specify)

(2) Design other dilemmas which deal with the types of personal and inter-group problems facing elementary school students. Involve students in selecting dilemmas.

SCORE SHEET

Player Being Scored	Situation Number	1st Score	2nd Score
1.			
2.			
3.			
4.			

10. Dyadic Encounter

a. Introduction

A theme that is frequently voiced when persons are brought together for the first time is, "I'd like to get to know you, but I don't know how." In an understanding, nonevaluative atmosphere, one confides significant data about himself to another, who reciprocates by disclosing himself. This "stretching" results in a greater feeling of trust, understanding, and acceptance.

b. Directions

The following experience is designed to help students get to know each other. Reproduce the discussion statements, adapting them to your particular needs. They are open-ended items and can be completed at whatever level of self-disclosure one wishes.
The following rules should govern the experience:

(1) Students should select a partner, maximizing the differences and sit down facing each other.

(2) Distribute reproduced discussion items. Both partners respond to each item before continuing to the next one.

(3) Anyone may decline to answer a question asked by his partner.

(4) All of the data discussed should be kept strictly confidential.

c. Sample Discussion Items

(1) My name is . . .
(2) My age is . . .
(3) My home town is . . .
(4) Right now I'm feeling . . .
(5) When I am in a new group, I . . .
(6) When I enter a room full of people, I usually feel . . .
(7) When I am feeling anxious in a new situation, I usually . . .
(8) I am happiest when . . .
(9) The thing that turns me on most is . . .
(10) Right now I'm feeling . . .
(11) The thing that concerns me the most about joining a group is . . .
(12) If I think someone doesn't like me, I usually . . .
(13) The thing that turns me off most is . . .
(14) When I am alone, I usually . . .
(15) The emotion I find most difficult to control is . . .
(16) My most frequent daydreams are about . . .
(17) My weakest point is . . .
(18) I love . . .
(19) Right now I'm feeling . . .
(20) I am afraid of . . .
(21) I believe in . . .
(22) I am most ashamed of . . .
(23) The thing I like best about you is . . .
(24) You are . . .

You might wish to continue this at another time, using different topics. Several possibilities are: money, religion, politics, race, marriage, the future, etc.

SAMPLE QUESTIONS

1. Ethnocentrism essentially is the belief that one's culture, customs, mores, etc., are equal to any other. T F

2. Having a racial or ethnic identity is of little value. T F

3. The term "subculture" means it's inferior. T F

4. The Greek Ideal has contributed significantly to American educational thought. T F

5. To a significant extent, economic policies in colonial America created a climate where racism became institutionalized. T F

6. It is a well established fact that Orientals are more clever than others. T F

7. There are some recognizable differences in the body among the races. T F

8. Genetics has proven Blacks have a significant edge on other groups when it comes to rhythm. T F

9. The deterioration of British colonialism has helped better their position as a world power. T F

10. Ethnocentrism and racism are the same.

    a. ____ strongly agree c. ____ disagree
    b. ____ agree d. ____ strongly disagree

B. GROUP LIFE

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know that members of a group usually hold the same values.
. . . evaluate the way in which the group influences the personality and social development of its members.
. . . show sensitivity to the fact that individual actions and well-being can contribute or detract from the well-being of the group.
. . . discover the best of selected alternative role responses for oneself.

SUGGESTED ACTIVITIES

1. Research the makeup of groups (democratic, autocratic, elected, appointed, selected, restricted, etc.)

2. Have students list the organizations or groups they have belonged to, and form a discussion group to analyze the groups and their influences.

3. Write to national organizations (groups) to determine purpose of the organization. Compare its stated purpose to published reports of its activities or critical view points of those who are not members. Examples (N.O.W., P.T.A., Sierra Club, etc.)

4. Discussion Topics:

   a. A member of your group breaks the law. Does this effect the group? How does the group feel about him/her? How does he/she feel about the group?

   b. A member of your group breaks a group code. How does this affect the group?

   c. How does the group influence or support a member?

SAMPLE QUESTIONS

1. If your sister is a member of the school swimming team, it is likely that you will join it also. T F

2. Joan went with her friend George to square dancing club and had a very good time. Next week she will probably join the club. T F

3. It is sometimes valuable to know the "unwritten rules" before joining a group. T F

4. It is most important to the functioning of a group for all members to have input in making the governing rules of the group. T F

5. An individual's loyalty is often determined by group pressure. T F

6. Check the reasons why a high school student would join a group.

   a. ___ to share with others
   b. ___ to lose money
   c. ___ to learn a new sport
   d. ___ to remain an individual
   e. ___ to obtain a feeling of belonging
   f. ___ to obtain monetary reward
   g. ___ to gain knowledge
   h. ___ to become more popular

7. In the final analysis, people join a group for personal gain. T F

8. People maintain membership in groups because it is absolutely necessary for life. T F

9. Belonging to a group prevents a person from developing his individuality. T F

10. Valid reasons for terminating membership in a group are:

    a. The group disagreed with an idea you felt was important. T F
    b. Doesn't satisfy needs. T F
    c. Costs too much. T F
    d. You don't like one person in a large group. T F

C. PERSONALITY DEVELOPMENT

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know the conventions, customs, rituals, or habits that affect the development of emotions and behavior.
. . . recognize that friendships contribute to a person's well-being.
. . . recognize that maturity is the ability to deal with life situations in a realistic and effective way appropriate to age.
. . . demonstrate ability to deal with situations in a realistic and effective way.

SUGGESTED ACTIVITIES

1. Describe the situations in which these mechanisms are used and how they protect from anxiety or conflict.

2. Read from literature, poetry or other sources, passages that indicate a person is using a mental mechanism, and explain why the use of this is or is not age-appropriate or effective. Share how the use of particular mental mechanisms has changed as maturation takes place.

3. Explore and practice the art of reality, testing in structured situations before acting out a role-playing situation. Interview friends and find out which ones they use.

4. Discuss in class personal experiences when they were not able to use a mechanism.

SAMPLE QUESTIONS

1. While writing a theme on the use of similes in poetry, due at the end of the hour, you find yourself thinking of skiing in the alps.

    a. ____ reaction formation
    b. ____ sublimation
    c. ____ substitution
    d. ____ daydreaming

2. The counselor has caught you drawing dirty pictures on the bathroom walls. He recommends that you enroll in art class.

   a. ___ sublimation
   b. ___ repression
   c. ___ fixation
   d. ___ substitution

3. Mark is a lousy bowler, and his whole family bowls. He goes out for volleyball and becomes his team's best player.

   a. ___ regression
   b. ___ compensation
   c. ___ identification
   d. ___ fixation

4. Although nearly 15, Tammy still expects her parents to tuck her in at night and listen to her prayers.

   a. ___ substitution
   b. ___ compensation
   c. ___ identification
   d. ___ fixation

5. Jealous of the new baby, 8-year-old Tommy starts baby talking and thumb-sucking.

   a. ___ regression
   b. ___ sublimation
   c. ___ substitution
   d. ___ fixation

6. Jan idolizes her favorite teacher and hangs on Mrs. Hite's every word. Jan's friends notice that Jan is acting more like Mrs. Hite in words, actions, and gestures.

   a. ___ regression
   b. ___ sublimation
   c. ___ fixation
   d. ___ identification

7. A person who has stopped using mental mechanisms (examples: compensation, daydreaming, and rationalization) will be more mentally healthy than a person who still uses mental mechanisms. T F

8. Match the following:

   ___ I think my mother dislikes me and doesn't want me around.

   ___ I really worked hard all week, so I owe it to myself to play basketball all day tomorrow.

   ___ while listening to Miss Moffet discuss the metaphors in Shakespeare, I found myself scoring the winning touchdown in the homecoming game next week.

   ___ when I found out I'd been cut from the baseball team, I threw my glove in a mud puddle and stomped it.

   a. Regression
   b. Daydreaming
   c. Substitution
   d. Suppression
   e. Projection
   f. Rationalization
   g. Fixation

____ Bonnie would like to buy the 12-speed racing bike, but not having enough money, she decided to buy the 3-speed.

____ When you walk into the locker room, you overheard an uncomplimentary conversation concerning your sister. You cough and rattle your locker.

____ Although 16 and a good student, Terry still wets the bed, sucks his thumb, and keeps stuffed animals in bed.

9. Daydreaming, for children, is an acceptable mental mechanism. T F

10. Identification is more common among adults than children. T F

D. SEXISM

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know the ways in which men and women strive for power.
. . . identify changes that might be expected in marriage, family, and other relationships.
. . . demonstrate belief that both males and females can have any combination of personality traits.
. . . determine the best method for standing up for, speaking for, and being oneself.

SUGGESTED ACTIVITIES

1. Analyze the above changes by identifying the following changes of each category:

    a. Has this change improved society?

    b. Has this change resulted in any problems or complications in the functions of males and females in society?

    c. Are the sexes becoming more alike?

    d. Are "sameness" and "equality" in the sexes synonymous?

    e. Differentiate between "sameness" and "equality."

2. Determine which products in toy catalogs or toy advertisements are aimed at boys and which are aimed at girls by advertising and/or packaging.

3. Suggest a sexist situation and solve the problem in a manner that demonstrates responsibility for the outcome.

4. Devise a personal list of sexist behavior.

5. In small groups, suggest changes in existing discrimination and ways of assuring that it doesn't happen.

6. Group discussions on how we perceive our roles and others, particularly the roles of males and females.

7. Graph occupations relative to numbers of men and women in leadership positions.

SAMPLE QUESTIONS

1. A counselor knows of a scholarship in medicine. He has two students who would qualify, one male, the other female. Assuming that the woman student will get married and leave work, the counselor tells the male student about the scholarship. This was the correct thing to do? T F

2. A female student should refuse to ask a male student to a dance. T F

3. Political power could be theirs if women would only seek it. T F

4. Women may request exemption from jury duty on the basis of their sex. T F

5. The crime rate for women has increased proportionately with increased equality for women. T F

6. In terms of social power, generally:

   a. ___ women have been defined by the men they marry and the children they bear; men are defined by their occupation and contributions.

   b. ___ women have a biological duty to reproduce.

   c. ___ women have been more powerful socially than men.

   d. ___ both men and women have been defined by their occupation and contributions to society.

7. Within the context of the family, the woman's position is relative to that of man has been similar to that of:

   a. ___ an equal
   b. ___ a less important or powerful partner
   c. ___ actually more powerful than the man
   d. ___ in constant change

8. Depressions are caused by excessive consumerism by men. T F

9. Men repress women in women's own interest. T F

10. The traditional role of the wife has:

    a. ____ forced women to accept lesser roles in their lives and live other lives through husband and children.

    b. ____ been a very fulfilling role for women and led to the continued growth and prosperity of our nation.

    c. ____ served as a power base for women and led to the political power they now enjoy.

    d. ____ been a result of women's greater desire for security and child rearing.

E. STRESS AND TENSION

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know theories for allaying the unpleasant emotion of stress.
. . . apply concepts and principles of tension release activities in situations of stress.
. . . understand and accept one's own strengths and limitations in handling stress levels.

SUGGESTED ACTIVITIES

1. Describe stress situations and the physical and mental sensations/ mechanism in the stress situations.

2. Have students discuss stomach ulcers and their psychological causes.

3. Ask every student in the class to take and record his pulse while sitting quietly in the class. Then, unknown to the rest of the class, stage confrontation with the teacher (with the teacher's knowledge). Stop the action at its height and take the pulse rate again. There should be considerable variation. Using professional resource personnel, discuss what happened and the effects of it.

4. Environmental Awareness Exercises: "The Monster" Procedure: The group is told that they must move a certain distance along the ground. Everyone must be in physical contact and the group can and must only use on the ground a number of feet totaling half the number of people in the group, minus one, and a number of hands totaling half the number of people in the group. Variations: Different formulas for number of hands and feet can be used, depending upon the group and the level of difficulty desired.

Discussion:

a. Did you experience any stress? To what extent?
How did you react to this stress?

b. How did others react to stress/frustration, etc.?

c. Did you or anyone help another member try to understand this stress and cope with it?

d. Use role playing.

e. Films that depict desired responses.

f. Student demonstrations to show how stress and tension affected them.

SAMPLE QUESTIONS

1. Identify the positive stress reduction activities with a check.

a. ___ doing something nice for someone

b. ___ eating a big meal

c. ___ hitting someone

d. ___ smoking

e. ___ counting to 10

f. ___ physical exercise

g. ___ drinking alcohol

h. ___ crying

i. ___ talking it out

j. ___ taking a downer

2. A person's sex should determine the method used for reducing stress and tension. T F

3. In order to accomplish even the most simple tasks, it is necessary to be under some stress and strain. T F

4. Disagreeing with another's opinion, individually or in a group, inadvertently brings on stress. T F

5. Emotional stress has little effect on gastrointestinal function. T F

6. Fear reactions result from:

a. ___ an immediate stressful situation not previously encountered.
b. ___ past anxieties of a general nature encountered.
c. ___ past fears not handled in a rational way.
d. ___ constant frustration of basic needs.

7. A person who speaks out when confronted is a likely candidate for the physical ills associated with continued stress. T F

8. Which of the following organs is least affected by stress and tension:

a. ___ stomach
b. ___ heart
c. ___ small intestine
d. ___ gall bladder

9. Check all conditions which can have a psychological component that causes them:

a. ___ myopia
b. ___ rashes, shingles
c. ___ asthma
d. ___ mumps
e. ___ polio
g. ___ colitis
h. ___ obesity
i. ___ measles
j. ___ migrain headaches
k. ___ lice

10. Hair may fall out as a result of emotional trauma and stress. T F

UNIT SIX - PHYSICAL FITNESS

A. RELATIONSHIP BETWEEN ACTIVITY AND HEALTH

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know principles and theories regarding the relationship between physical activity and health.
. . . formulate a physical fitness program to follow.
. . . understand and accept one's own limitations in participating in physical activities.
. ... perform selected physical activities independently.

SUGGESTED ACTIVITIES

1. Conduct tests that relate activity to health (pulse rate and recovery rate from exertion, etc.). Examine personal physical limitations.

2. Use AAHPER and President's Council for reference in developing Physical Fitness Program. Have each student design his own physical fitness program. Use films, lectures, and resource personnel to show how certain activities improve specific problem areas. Determine from fitness evaluation what areas are weak for self.

3. List areas outside of actual fitness and exercise which affect fitness, and describe how each can help or be detrimental to the development of good physical condition:

    a. Nutrition
    b. Sleep
    c. Smoking
    d. Drinking
    e. Use of drugs
    f. Pollution

    Describe what self can do in each of the areas to improve fitness.

4. With a group of interested classmates (2-3), design a pilot physical fitness program to be incorporated into the school-day schedule. The program can be for your peers (HS) or for upper elementary or junior high school. The program is to include some of the following:

    a. Original movement activities
    b. Original games
    c. New dances
    d. Coordination of movement and stories or movement with popular or folk songs

SAMPLE QUESTIONS

1. "Shin Splints" are a common ailment among joggers. A logical way to case the pain may be to:

   a. ____ run bare foot
   b. ____ jog on harder surfaces
   c. ____ jog on softer surfaces while wearing well-cushioned shoes
   d. ____ jog faster

2. Circulatory and heart disease are a leading killer. As individuals, we can help reduce deaths with:

   a. ____ regular exercise
   b. ____ better health services
   c. ____ medication
   d. ____ education

3. A running program where both pace and terrain vary in one continuous workout is:

   a. ____ incline running
   b. ____ Fartlek training
   c. ____ interval training
   d. ____ endurance running

4. The Swedish term meaning "Speed play" and consisting of the utilization of an infinite variety of speed and intensity combinations during a running workout is known as:

   a. ____ circuit training
   b. ____ isometrics
   c. ____ kinetics
   d. ____ Fartlek

5. A program whereby there is a fairly high intensity of work as one moves from station to station in a prescribed amount of time is:

   a. ____ isometrics
   b. ____ interval training
   c. ____ exergenie
   d. ____ circuit training

6. Match the name of the program with the descriptions below:

   ____ movement of weights of increasing amounts in order to develop muscular strength.

   ____ sustained running, cycling, or swimming in order to develop heart, lungs, and endurance.

   ____ free movements of the body without apparatus, to develop flexibility and strength.

   a. Calisthenics
   b. Aerobics
   c. Weight training
   d. Interval

____ Alternating periods of hard work and easy to increase the ability of the body to perform under stress.

____ A static strength exercise in which the muscles contract without changing length or joint angles.

7. Match the following activities and training goals.

____ meditation and sleep
____ long, slow distance running
____ weight training
____ stretching exercises
____ isometric exercises
____ push-ups, sit-ups, pull-ups

a. Muscular strength
b. Endurance
c. Muscular flexibility
d. Muscular relaxation

8. When your purpose is to store up energy the day before strenuous activity, it is helpful to eat a diet high in:

a. ____ carbohydrates
b. ____ proteins
c. ____ fat
d. ____ minerals
e. ____ water

9. Physical fitness training results in the following:

a. There's an increase in the number of capillaries in the muscles. T F
b. There is an increase in the resting heart rate. T F
c. There is a decrease in the recovery time after exercise. T F
d. There is an increase in blood volume. T F
e. There is a decrease in the red blood cell count. T F
f. There is an increase in the amount of oxygen carried by the blood. T F
g. There is an increase in the volume of blood pumped by each heart beat. T F

10. One of the contributing factors to limiting muscular activity, such as fatigue, is the accumulation of a:

a. ____ amino acid in a muscle
b. ____ hemoglobin in a muscle
c. ____ lactic acid in a muscle
d. ____ intracellular fluid in a muscle

UNIT SEVEN - PREVENTIVE HEALTH

A. BODY MAINTENANCE HYGIENE

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know pertinent principles and social customs related to body maintenance.

. . . integrate learning from different areas into a plan for solving minor body maintenance problems (acne, perspiration, and weight).

. . . formulate a life body maintenance plan in harmony with one's abilities, interests, and beliefs.

. . . ascertain the best way to perform health practices suitable for a personal life body maintenance plan.

SUGGESTED ACTIVITIES

1. Ask students to think about recent problems related to body maintenance and to write these as problem statements, anonymously. They will be handed in to the teacher. They will probably be related to such problem statements as: body odor, increased perspiration, more sexual awareness (masturbation), acne, weight control, joint pains, dandruff, lack of coordination, voice changes, breast changes, and birth control. (Teacher will compile the list and select those problems most common and of the classes' greatest concern.)

2. Establish a fitness program that includes a daily program of activity which gradually builds to an appropriate level of conditioning for your age group.

   Identify an exercise program for a person of your parents' age (select mother or father) that they may try for at least 1 day. Observe the approach and "sales pitch" needed to affect this program.

3. a. List "20 Things You Love to Do." Code each item in a column on the right.

   b. R for those which have an element of risk.

   c. I for items that involve intimacy.

   d. M for items that cost more than $1.00.

   e. S for items that you prefer to do by yourself.

   f. P for items that you prefer to do with people.

   g. E for items that you feel would be acceptable to everybody.

   h. U for any item people would likely consider to be unconventional.

Rank your list in order of desirability and discuss your list with one other person.

4. Find pictures in magazines which are proported to typify the "Modern American Teenager." How do such pictures produce unrealistic expectations? How do "acne cures," breath or muscle development programs, and "fad diet programs" promote unrealistic expectations in the adolescent population? Ask each student to find one magazine article or advertisement and critically review the statement it is making about "adolescence in America." How accurate is the message?

SAMPLE QUESTIONS

1. For the following list of adolescent changes, write B if it applies to a boy, G for girl, and A for all.

____ breast growth
____ growth of pubic hair
____ increased body size
____ changes in penis & testicles
____ onset of menstruation
____ voice changes
____ personality development
____ stimulation of estrogen
____ appearance of acne
____ establishing self-image

2. Which one of the following body systems show the most accelerated growth during puberty?

a. ____ nervous
b. ____ reproduction
c. ____ urinary
d. ____ digestive
e. ____ respiratory

3. Match the following words with the correct definition:

____ pituitary
____ estrogen
____ testosterone
____ normal
____ adolescent
____ personality

a. Female sex hormone

b. Satisfactory adjustment to one's abilities, environment, and people in the environment.

c. Gland that stimulates growth

d. Male sex hormone

e. A stage of accelerated growth between childhood and adulthood.

f. Is being happy and gay all the time

g. The sum total of one's behavior, attitudes and character traits.

h. Comes from the thyroid gland.

4. Check any of the following which aid good body maintenance

___ rest and sleep
___ proper nutrition
___ exercise
___ drinking water
___ use of cosmetics
___ cleanliness
___ smoking
___ crash dieting

5. Check all of the following which aid in the control and prevention of acne

___ diet restrictions
___ vitamin C pills
___ regular exercise
___ cleanliness of skin
___ adequate sleep
___ heavy make-up

6. The mature person:

a. ___ adapts to changes poorly
b. ___ deals constructively with problems
c. ___ is unable to love and form close relations with others
d. ___ is frequently frustrated and worried

7. A situation which alters the routine body maintenance program is:

a. ___ getting married
b. ___ getting a job
c. ___ going to college
d. ___ being in the eighth month of pregnancy

8. The body part that usually shows the most change with time is:

a. ___ ears
b. ___ skin
c. ___ eyes
d. ___ hair

9. A good exercise program at any age does the following: (Check all correct responses)

___ improves muscle tone
___ prevents cancer
___ prevents aging
___ promotes good posture
___ produces moderate increase in strength
___ produces a large increase in strength
___ contributes to flexibility and coordination

10. The magazine ad tells you about a quick reducing diet; predict what will most likely happen after the weight is quickly removed:

a. ___ you will have decreased your appetite
b. ___ you will gain the weight back in a short time
c. ___ your body's nutritional state will be improved
d. ___ your eating habits will improve

B. DISEASE COMMUNICABLE/NON-COMMUNICABLE

STUDENT OBJECTIVES - GRADES 9-12

The student will:

- . . . know the stages, the relationship to the anatomy, physiology, pathology and pharmacology of common communicable/non-communicable diseases.
- . . . recognize the role of systematic planning in detection and treatment of disease.
- . . . perform activities related to increasing personal and group knowledge of common diseases.

SUGGESTED ACTIVITIES

1. Listening and observation sheets. View films and filmstrips, research literature, and make a record which relates to means of controlling disease.

    a. Formulate questions and develop check lists of items to aid in observing means of control in home and community.

    b. Visit local agencies (dairy, sanitation department, water purification plant, and public health agency) to make a report on their disease controlling role.

2. Research Project

    a. Do individual research reports on specific individuals who have contributed to communicable disease control: Pasteur, Jenner, etc.

    b. Select cancer or cardiovascular disease and carefully examine one phase of current research progress.

    c. Make a historical timeline which includes names of scientists, medical personnel, events, discoveries, dates, and pictures to represent the major discoveries and developments in man's fight to control and prevent disease.

    d. Discuss local customs and mores that control or contribute to the spread of disease.

    e. May set up individual contract program, allowing further independent study of disease, for advanced and or interested students.

3. VD Control

    a. Discuss with a gynecologist, obstetrician, or general practitioner the extent of the venereal disease problem locally and nationally as he sees it. Report interview findings to the class.

b. Using encyclopedia, year books and other up-to-date resources, gather information on the venereal disease problem, including statistics.

c. Make a chart or graph showing who, where, when, and how VD is spreading in the United States.

d. Make a poster(s) outlining professional confidentiality and privileged communications laws and regulations as they pertain in adolescents in the school age-groups.

e. Clarify host nation and military regulations concerning dependents regarding treatment for venereal disease.

f. Research information concerning one communicable, one degenerative disease, etc., and summarize the important information concerning the disease on one side of a piece of notebook paper. Develop and print a 10-question short answer test covering the important points about disease. Select a disease or group of diseases, i.e., communicable, degenerative, etc., and include: history, cause, source, mode of transmission, incubation, period of communicability, period of infection, remissions, care, control, prevention, and research.

g. Establish a "question box" for students desiring to ask anonymous questions.

h. Show films: "Half A Million Teenagers" or "Dance Little Children" or any others available that are appropriate.

4. Identify local sources of help and treatment for major disease categories.

a. Use values clarification exercise such as "either-or-forced choice," p. 94, values survey, p. 112, and values continuum, p. 116, in Values Clarification (see Resources below).

b. Invite a doctor or nurse to discuss the questions put into the "question box."

c. Invite a school nurse or doctor to discuss the control of VD in the immediate area. The resource person can be called upon to discuss the following topics:

(1) What is the incidence of VD in our community?
(2) Where do persons with VD in our community go for help?
(3) Can teenagers in our community report that they may have contacted syphillis or gonorrhea and remain anonymous?
(4) Will the public health authority tell their family?
(5) How can VD be controlled in our community?

Tape record the resource person's presentation. Prepare a ditto master summary of the tape. Place a cassette recording of the presentation and 100 copies of the summary in the library's learning resource center or other appropriate places.

d. Define the following terms on paper, and use them correctly in a 5-minute oral report to the class and discussion with the teacher.

(1) Incubation period
(2) Prodromal period
(3) Bastigum
(4) Defervescence
(5) Convalescence
(6) Defection period
(7) Antibody
(8) Antigen
(9) Immunity
(10) Resistance
(11) Pathogen

SAMPLE QUESTIONS

1. Communicable diseases are transmitted through which channels?

a. ___ prepared food, treated water, sexual intercourse
b. ___ respiratory passages, breaks in the skin, ingestion
c. ___ inherited predisposition, immunizations, drugs
d. ___ fatigue, over-exposure to the sun's rays, trauma

2. The chain of infection for disease transmission must include all of the following, except:

a. ___ an open wound
b. ___ a susceptible host
c. ___ a warm, moist environment
d. ___ a disease-causing organism

3. In caring for a person, with an infected wound, in the home, a proper method for disposing of soiled dressings would be to:

a. ___ wrap the dressing in newspaper and place in a plastic bag and tie it closed.

b. ___ carefully carry the dressing into the bathroom and dispose of it in the waste container.

c. ___ dispose of the dressings in any way since germs, not dressings, transmit disease.

d. ___ soak the dressing in a warm soap solution and reuse.

4. Match:

___ infection
___ contact
___ pathogen
___ epidemic
___ immunity
___ carrier
___ endemic

a. A germ which may cause disease
b. Body's resistance to a specific disease
c. A person who has been exposed to communicable disease
d. A disease identified as always present in a given area
e. A person who has a disease without knowing it

5. A person who has a common cold should use which type of self-treatment:

   a. ___ penicillin, isolation, bed rest
   b. ___ tetracycline, fluids, isolation, cover sneezes with handkerchief
   c. ___ aspirin for fever, fluids, isolate droplets
   d. ___ throat culture, penicillin, restrict fluids

6. One of the main hazards of mumps during adulthood in the male is that they may:

   a. ___ delay puberty
   b. ___ cause sterility
   c. ___ stunt bone growth
   d. ___ cause heart disease

7. Viruses are usually unaffected by sulfa drugs or antibodies. T F

8. A human disease which is caused by a worm that infests improperly cured or uncooked pork is:

   a. ___ anthray
   b. ___ brucellosis
   c. ___ ring worm
   d. ___ trichinosis

9. The first two states of syphillis are readily spread on sexual contact while this is not true of tertiary syphillis. T F

10. Matching: choose the letter which is an appropriate treatment for the diseases listed:

    a. Rabies
    b. Conjunctivitis
    c. Tetanus
    d. Ringworm
    e. Venereal disease

    ___ pencillin innoculation and notification of contacts
    ___ cleanse and treat wound immediately. Seek medical advice concerning specific serum or vaccine. Keep wound open. Confine source of infection
    ___ local application of optharmic antibacterial ointment or drops. Disinfect soiled articles.
    ___ Restrict activity. Frequent baths
    ___ vitamin C. Prevent eating of dirt
    ___ antifungal ointments and systemic antibacterial medication. Daily washing of contaminated hair
    ___ remove foreign matter from wound by thorough cleansing. Allow wound to bleed. Do not suture or close wound. Administer appropriate antitoxin.

C. DISEASE - PREVENTION AND CONTROL

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know useful generalizations on technological advances as they apply to prevention, detection and disease control measures.
. . . propose a plan for handling a specific major disease problem.
. . . recognize the need for balance between freedom and responsibility by a government in handling disease problems.

SUGGESTED ACTIVITIES

1. Ten Statements

   a. Write 10 statements, such as the following, on the board:

      (1) All women should have a cancer smear yearly.
      (2) Schools should not accept children who have not been immunized.
      (3) Smoking causes cancer.
      (4) If your doctor prescribes a medication, you have a right to know why it is prescribed.
      (5) Persons who have VD should be forced to reveal their sexual partners.

   b. Ask the students to indicate their feelings about these statements on a scale ranging from 1-10. If the person is really against the statement, write the numbers 1-2. Persons strongly favoring the statement can write 9-10. Undecided, write number 5.

   c. Ask people with similar views on subjects to join in groups and debate with those of a different opinion.

2. Ask the students to go to the closest hospital or dispensary and secure a copy of the hospital regulations; assign each student to take responsibility for the research of several regulations, answering some of the following questions:

   a. Why was the regulation necessary?

   b. Who is being protected? What effect does it have on health-care delivery, etc. Use physicians, lawyers, consumers of health care, and nurses as resources to carry out the investigation of these regulations.

3. Write the Library of Congress and request the most recent Federal legislation related to disease prevention and health-care delivery. When these arrive, study this legislation critically and determine why such legislation was necessary? Is it an equitable solution to the problem? Who will benefit most? Is there a better solution, etc.?

4. Demonstrate proper dental care.

   a. Place the head of your toothbrush alongside your teeth, with the bristle tips angled against the gum line.

   b. Move the brush back and forth with short (half-a-tooth-wide) strokes several times, using a gentle "scrubbing" motion.

   c. Brush the outer surfaces of each tooth, uppers and lowers, keeping the bristles angled against the gum line.

   d. Use the same method on all of the inside surfaces of your teeth, upper and lower, still using the short back and forth strokes.

   e. For the front teeth, brush the inside surfaces of the upper and lower jaws by tilting the brush vertically and making several gentle up and down strokes with the "toe" (the front part) of the brush over the teeth and gum tissue.

   f. Break off about 18 inches of floss, and wind most of it around one of your middle fingers.

   g. Wind the rest around the same finger of the opposite hand. This finger can "take up" the floss as it becomes soiled.

   h. Use your thumbs and forefingers with an inch of floss between them to guide the floss between your teeth.

   i. Holding the floss tightly, use a gentle sawing motion to insert the floss between your teeth. Never "snap" the floss into the gums! When the floss reaches the gum line, curve it into a C-shape against one tooth and gently slide it into the space between the gum and the tooth until you feel resistance.

   j. While holding the floss tightly against the tooth, move the floss away from the gum by scraping the floss up and down against the side of the tooth.

   k. Repeat this method on the rest of your teeth.

5. List 20 diseases with which you are familiar. In a second column, write a method of controlling each disease. In a third column, classify each control method as either:

   a. Physical
   b. Biological
   c. Chemical
   d. Mechanical

6. Study cancer or cardiovascular disease research and make a one-page report, summarizing all the methods of control being investigated.

7. Class Visits

a. Make arrangements for the students to visit hospitals where they will observe some of the technological advances used in the diagnosis and treatment of disease, such as: (probably in groups of no more than 8-10)

(1) A cardiograph machine
(2) An electroencephalograph
(3) An x-ray machine and x-ray equipment used in treatment
(4) A laboratory - the equipment used for evaluation and diagnosis
(5) A kidney machine
(6) A circular bed
(7) Therman mattresses
(8) Respirator

(Be sure that arrangements are made for a technician or professional to explain how these pieces of equipment are used in the diagnosis and treatment of disease.)

b. Have students visit one of the following agencies in small groups.

(1) Infectious Disease Control in the hospital or dispensary.
(2) The water purification plant.
(3) Sewage disposal plant.
(4) Mosquito control.
(5) Air pollution control.

(Be sure that arrangements are made for professional or technical help to explain function)

They will, after their visits, report to the class on how the agency which they visited is active in disease control and prevention.

c. Ask a pharmacist to visit the classroom and share with the students the action of the most commonly prescribed drugs which are used therapeutically in disease treatment and control.

8. Hygienic Practices

a. Ask each student to construct a study sheet upon which the results of their study of this objective can be diagrammed.

Hygienic Practices	Method of Use	Reason for Use	Physiological Result
Douching	Be sure students learn dangers of improper use and method of administration.	When is this used? When should it not be used?	
Condom Use	Why is this important in VD control?	Is this effective in VD control? Birth control? When?	
Circumcision	When is this most often done?	Is it effective in cancer control in males and females?	
Daily bathing external reproductive organs			
Etc., etc., etc.			

b. After the students have researched health hygiene of the reproductive system, ask students to select one area of hygienic health practice related to the graphically show the results of their study, the results of their study can be displayed to further inform and stimulate the students' thinking.

SAMPLE QUESTION

1. A likely source of food poisoning would be:

a. ___ an open mayonaise jar stored in the pantry
b. ___ packaged pork rinds
c. ___ two-week-old ice cream stored in the freezer compartment
d. ___ steamed rice left over from yesterday

2. Many childhood diseases may be prevented by proper immunizations. At present there is not an immunization against:

   a. ___ rubella
   b. ___ whooping cough
   c. ___ measles
   d. ___ chickenpox

3. Reporting of contacts to appropriate health authorities is especially important in this disease:

   a. ___ venereal disease
   b. ___ the common cold
   c. ___ chickenpox
   d. ___ herpes simplex

4. A severe form of hepatitis has been identified in a large metropolitan community hospital. Circle the group that should be excluded from prophylactic gamma globulin treatment.

   a. ___ newborn infants
   b. ___ pregnant women
   c. ___ exposed patients
   d. ___ exposed hospital personnel

5. Match the measures useful to control the spread of communicable diseases on an individual level with the appropriate disease.

   ___ venereal disease
   ___ common cold
   ___ bubonic plague
   ___ impetigo
   ___ tuberculosis
   ___ cancer
   ___ hepatitis

   a. concurrent disinfection
   b. quarantine
   c. interview for contacts
   d. tine tests
   e. soap and water
   f. prophylactic gamma globulin
   g. "pap" smear

6. You are a visitor in the home of one of your classmates. Upon arrival in the home, you are told that a younger brother has mumps. Since you have never had this disease, you should:

   a. ___ demand to be taken home at once
   b. ___ explain to the family your concern about getting the disease at your age and call your family or depart
   c. ___ stay with your classmate but avoid contact with the younger brother
   d. ___ stay with the classmate and use no precautions since you probably have all the usual childhood diseases before adulthood.

7. According to most state health codes, when a couple applies for a marriage license, they must undergo which of the following tests:

   a. ___ blood test for gonorrhea
   b. ___ blood test for syphillis
   c. ___ urinalysis for drug levels
   d. ___ urine checks for sterility

8. Which of the following have not been important in communicable disease control?

   a. ___ periodic testing of public or private water supplies
   b. ___ grading the quality of meat
   c. ___ regulation of sewage and garbage disposal
   d. ___ strict enforcement of regulations pertaining to the procurement, handling and processing of milk

9. Over 70 percent of all rectal cancers can be visualized through a simple rectal examination. T F

10. Hypertension occurs in about 20 percent of the population, although medical science can now control elevated blood pressure with medications. The following are necessary changes in life styles for this medication to be effective:

   a. ___ limit coffee and tea
   b. ___ develop a relaxed life style
   c. ___ reduce salt intake
   d. ___ avoid physical activity

UNIT EIGHT - SAFETY

A. FIRST AID

STUDENTS OBJECTIVES - GRADES 9-12

The student will:

. . . know the basic organization of the body system that might require emergency first aid: breathing, bleeding, poison, burns.
. . . propose a plan for improving school safety based on school accident data.
. . . display safety conciousness and an interest in developing first-aid skills.
. . . use first-aid procedures quickly and effectively.

SUGGESTED ACTIVITIES

1. Suggest write . . know the basic four observations to make when confronted with an accident victim - 4 B's.

    a. Is he . . . Breathing
    b. Is he . . . Bleeding
    c. Does he have Broken Bones
    d. Does he have Burns (and shock)

    Describe the functions of the respiratory and circulatory systems. List signs and symptoms of impaired functioning of respiratory and circulatory systems. List signs and symptoms of fracture. Describe three categories of burns. Explain basic first-aid measures for impaired breathing, bleeding, broken bones, burns and shock.

    After individual research or class discussion on function of respiratory and circulatory system, have students paired off and practice counting each other's respirations and pulse. Have students locate pulse at both wrist and neck.

    Using first-aid text, such as American Red Cross Standard First Aid and Personal Safety, discuss signs and symptoms of impaired functioning of respiratory and circulatory system, of suspected fracture, as well as criteria for identifying seriousness of burns.

    Have qualified person such as school nurse, volunteer Red Cross instructor, trained fireman, emergency medical technician, etc., explain and demonstrate basic first-aid measures for problems with breathing, bleeding, broken bones and burns (can use 3M transparencies for overhead projector).

    If available, have trained person present lesson on mouth-to-mouth breathing and have students practice on "Resusci" - Andy or Ann (these practice dummies are available in some areas through base or post hospitals or clinics), or build a doll.

Recommendations:

Depending on availability of qualified instructors have students take either the Red Cross Basic First-Aid Course or the Red Cross Standard First-Aid Multimedia Course.

2. Use the nurse's reports, and other pertinent information and evidence from teachers and principals to identify safety hazards in the school. Work to correct these. Keep a record of the number of accidents occurring and the location of the accidents.

   Form a continuing committee to re-evaluate and monitor safety in your school.

3. Using the hypotheses that all accidents are preventable, have students analyze reports from school records, newspapaper clippings, magazine articles, etc., to either support or refute this statement. Emphasis should be placed on cause, effect, and possible preventive measures. Three factors to be considered:

   a. The human element (age, sex, health)
   b. The agent (such as vehicle, a fire, an instrument, etc.)
   c. The environment (location, time, weather, etc.)

4. Collect and compare traffic safety data from four different countries, and analyze the data in an effort to determine which factors help improve traffic safety.

   Make a wall mural or poster depicting the mass transportation systems of the future. Point out their advantages in fuel conservation and safety for passengers.

   Compare safety records of airplanes, automobiles, trains, and buses on a per passenger per mile basis. What conclusions do you reach? Share your statistics with the class.

5. Form a small group of students to write and produce a radio skit, puppet show, or live skit involving a plot in which an accident is caused by poor attitudes and emotional problems.

   Write and produce a skit in which the situation is attitudinally and emotionally healthy, leading to a safer working and playing situation.

   Interview or invite to speak with the class two of the following resource people:

   Policeman - to speak on traffic and pedestrian safety, firearm safety, and personal first-aid experiences.

   Ambulance drivers and attendants - to speak on first-aid.

   Firemen - fire safety, rescue demonstrations, fire extinguisher demonstrations, special fire fighting equipment, clothing, techniques.

Lifeguard - to speak on water safety, to include swimming, boating, sailing, canoeing, skiing, and diving. Encourage swimming lessons and working toward Red Cross Life Saving and Water Safety Instructor certificates,

SAMPLE QUESTIONS

1. Check the three most important systems that are used when someone is running.

a. ___ digestive
b. ___ respiratory
c. ___ circulation
d. ___ skeletal

2. The nervous system, with all of its various parts and functions, has an influence on your entire body and its systems. T F

3. A lack of insulin in the body is a condition which primarily affects which body system?

a. ___ skeletal
b. ___ respiratory
c. ___ muscular
d. ___ digestive

4. Put an S next to the items below which are systems and a P next to those which are parts of systems.

a. ___ cartilage
b. ___ kidney
c. ___ circulatory
d. ___ skin
e. ___ endocrine
f. ___ nerves
g. ___ digestive
h. ___ bones
i. ___ uterus
j. ___ respiratory

5. In order to maintain accurate records for compiling school accident data, which of the following should be done? More than one response may be checked.

a. ___ daily recording of accidents
b. ___ random recording of accidents
c. ___ keeping all records in the same place
d. ___ using separate logs for separate types of accidents
e. ___ making one person responsible for recording accidents

6. Select the one category of accidents which occurs most frequently within schools:

a. ___ drowning
b. ___ fire
c. ___ falls
d. ___ poisoning

7. To identify school areas in which most accidents take place, you can keep a record of all accidents, who was involved in each accident, and the first aid given for the accident. T F

8. Seat belts and harnesses have been found to have a positive effect on reduction of the number of serious and fatal injuries. T F

9. Check below the ideas which would improve school safety. More than one idea may be checked.

   a. ___ keep a record of all the accidents that happen to classmates posted on the classroom bulletin board.

   b. ___ when in the school shop, wear shirts with loose sleeves so that you will have freedom of movement.

   c. ___ always read directions before using new machinery or gym equipment.

   d. ___ keep tools sharp, not dull, when working in the shop.

10. No smoking areas are designated in school to:

   a. ___ discourage students from participating in a dangerous health habit
   b. ___ to save smoking students money
   c. ___ prevent accidental fires
   d. ___ discourage non-smokers from taking up the habit

B. ENVIRONMENT

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know generalizations as to why accidents occur (stress, substance use, unhappiness, and displacement).
. . . formulate a plan for classifying types of accidents.
. . . recognize the need for safety rules for the common good.
. . . perform activities safely and independently.

SUGGESTED ACTIVITIES

1. Invite a traffic officer to talk about qualities of a good driver and the reasons for accidents.

   Enable interested students to work with community leaders in programs on traffic safety for younger students.

Make a chart of 10 traffic safety hazards, select a site, and record the number of violations in one hour.

Make a list of safety and poison hazard situations in the home and recommendations for eliminating these hazards. The student will then counsel his parents and work toward the elimination of the problems.

2. Research statistics on U. S., Host Nation, and local base bicycle safety records.

Develop a ditto handout on bicycle riding skills, bicycle maintenance, and bicycle safety for use with upper elementary school students.

Organize and hold a bicycle rodeo for fourth, fifth, and sixth grade students in a nearby elementary school. Include multiple choice tests on bicycle safety, which you have developed, and a bicycle repair and maintenance clinic with the cooperation of the EES base exchange and garage.

Organize a bicycling touring club for junior and senior high school students. Invite a racing cyclist or cycling tourist to talk with interested students (elementary or secondary) concerning the technical details and conditioning necessary for long distance cycling.

Write to your Host Nation cycling club for details concerning local touring routes and interesting cycling tours in your Host Nation.

Research information about caloric expenditure during vigorous cycling.

3. Draw a 10-frame comic strip which tells a story about students changing their environment to make it safer.

Be prepared to answer the following questions about the comic strip:

a. What made the situation safer?
b. Who initiated the change in the environment?
c. Did the cartoon character need help in altering the environment?

SAMPLE QUESTIONS

1. Put a check before the characteristics that describe an "accident-prone" person.

a. ___ younger than 10
b. ___ has over-protective parents
c. ___ has low self-image
d. ___ is uncoordinated
e. ___ not too intelligent

2. Check one or more characteristics of an "accident-prone" person.

   a. ___ many accidents
   b. ___ good emotional health
   c. ___ poor self-image
   d. ___ family problems

3. Put a check before the following quality or qualities that define an accident-prone person.

   a. ___ self-centered
   b. ___ impulsive
   c. ___ immature
   d. ___ clumsy

4. Put a check before the emotional conditions which would most likely cause an "accident-prone" person to have an accident. (More than one response may be checked.)

   a. ___ anger
   b. ___ absent mindedness
   c. ___ happy
   d. ___ serious
   e. ___ depressed

5. Supporters of driver training courses say that drivers who pass a course have fewer accidents than those who do not. This is consistent with statistical findings. T F

6. A person who has successfully passed a driver training course:

   a. ___ is a perfect driver
   b. ___ obeys all traffic laws
   c. ___ has less chance of fatal accidents
   d. ___ is alert and cautious while driving

7. Most accidental deaths are caused by motor vehicial accidents. To test the validity of this statement in your community, it would be best to:

   a. ___ talk to your school principal about accidents.
   b. ___ read accident statistics in magazine articles.
   c. ___ call the hospital emergency room for accident statistics.
   d. ___ collect data from personal observations.

8. One reason school authorities should prohibit loose flowing clothing in school shops and laboratories is that it:

   a. ___ is definitely unsanitary for students and instructor.
   b. ___ is distracting to the students and instructor.
   c. ___ makes learning easier if a student is simply dressed.
   d. ___ prevents loose clothing from getting caught in machinery.

9. Your class is decorating for a dance, and many objects must be hung from the ceiling. Of those listed below, place an S before safe climbing practices and a U by those which are unsafe.

   a. ___ choose a ladder rather than a box or chair
   b. ___ carry as many items as you can to the top of the ladder at once
   c. ___ have other members stand close by the ladder in case you slip
   d. ___ have others hand objects to you one at a time

10. You are coming home from a party with your friends, and the driver has had too much to drink. What should you do?

    a. ___ let another group member drive
    b. ___ go home with him anyway
    c. ___ call the police and report him
    d. ___ call your parents for a ride

C. EMOTIONS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know principles of harnessing and controlling emotions.
. . . formulate a method for relating emotions to actions.
. . . accept responsibility for controlling own emotional behavior.

SUGGESTED ACTIVITIES

1. You might introduce exercise by making a statement to the effect that many people deal with emotions in the same way, day-in, day-out, many times in ways that are harmful to their health as well as dangerous to life and limb. This exercise is designed to help search for alternative ways to deal with and control emotions, and to improve self-control. Situations students could deal with might be:

    a. Rip off personal belongings from school locker.
    b. Rejection by member of opposite sex you'd like to date.
    c. Grounding or restriction of activities by parents which you feel is unfair and unearned.
    d. Being accused of cheating on a test by a teacher when you indeed did not cheat.

    Give students 3-5 minutes to individually brainstorm alternatives or possible reactions to the situation.

    Have students form small groups of 3 to 5 people, and formulate a list of alternative reactions by combining their personal lists. The group may also come up with additional suggestions. Allow about 10 minutes for this step.

    Instruct groups to then decide on the three alternatives they like best and to rank order these. Have spokesman from each group report their alternative methods of dealing with emotions.

    Using the chart below, have students list alternatives from his or her group, and check column that expresses his or her feelings about incorporating that particular control method into his or her behavior.

Alternatives	I'll Try	I'll Consider It	I Won't Try It
1.			
2.			
3.			
4.			
5.			
etc.			

Reference: Values Clarification, Sidney Simon, Leland Howe, Howard Kirchenbaum
Hart Publishing Co., Inc. NY 1972. pg 193-195

2. Begin a chart that can include all or some of the following activities:

   a. Compile a list of common situations that stimulate strong and/or mild emotion.

   b. Add to list related observable and reportable symptoms of this emotion in correspondence to each situation.

   c. Opposite each situation, describe behavior changes that seem to affect the emotional response. Role play to expand and clarify list of behavior possibilities.

   d. Encourage students to practice a specific behavior change for 1 hour to 1 day. Have small group discussion to formulate list of symptoms resulting from behavior change.

Sample Idea for Chart

Situation/Problem	Symptom	Behavior Change	Result
Fight with best friend	Clenched fists, pouting face, tears	Get a good night's sleep	Playing game with friend, apology
Potential problems School/work Worry Family quarrels Sickness, disease Accident Emotions	Potential symptoms Irritability Headache Digestive disorders Depression Outer body signs of emotion Body sensations of tension Language	Potential solutions Balance work & play Change pace of activity Rest/sleep Work off tension Maintain good fluid/food intake	

In discussion groups, and solutions to failing grades problems, stealing, rudeness, poor sportsmanship, changing habits, boy-girl relations. Conclude by compiling list of ways of harnessing or controlling emotions.

Keep a diary (journal) that shows changes in behavior that resulted in modification of emotions.

List coping devices, indicating their function in personal behavior pattern.

Discuss various ways of identifying personal problems, their resulting emotions, and methods of solving them.

Write a paper on how present (and/or past) personality (including physical elements, mental makeup, emotional patterns, and social reactions) has influenced situations calling for "emotional control." Indicate strength and weaknesses that modify ability to harness strong emotions. Suggest potential personality (or character) changes that might have positive effect on emotional control.

Discuss sociological aspects of various cultures' approach to control of emotions (including cultures of ethnic minorities prevalent in system).

List situations that are anxiety-producing. Discuss ways to relieve anxiety--yours and others.

Review basic emotions. Choose an animal and color that reflect the way you feel today. (Exercise in expressing and listening to feeling).

Discuss self-image and effect on emotional control.

a. React to them "Fragile as a Butterfly - So are we all." Relate Butterfly to self-image.

b. List capabilities and talents. Consider impact on self-image and how one might alter this.

c. In small groups, suggest ways to promote another's self-image. Consider how one might feel having helped another improve his self-image (and effect on own self-image).

Discuss control of emotions in relations to component parts of emotions nature.

a. Stimulus to input
b. Central processing to evaluation
c. Response to output

Identify ways of harnessing emotion at each of these stages.

3. Using a simple psychology article or dictionary, make a personal and class dictionary for the following terms:

   a. mental balance
   b. rationalization
   c. sublimation
   d. repression
   e. daydreaming
   f. projection
   g. identification
   h. substitution
   i. withdrawal
   j. regression
   k. agressive behavior

   Match terms and definitions on a work sheet or quiz.

   Define several similar terms by describing personal behavior that exhibits such mechanism.

   Discuss how the terms relate to your life as protective measures; determine when might be out of balance.

   Respond to "Lack of Balance correlates with mental illness"

   Play just suppose

   "How did you feel when you came home late?"
   "How did you feel when your dad left for an isolated tour of duty?"
   "How did you feel on your first date?"

   Consider how you acted and identify defense mechanisms used and their success.

SAMPLE QUESTIONS

1. The Gastaltists contend that thinking, feeling, and acting in parts instead of as a whole are the individual's major problems as he attempts to understand his culture and environment. Which one of the other systems listed below shares a similar view. Mark the blank with an X

   a. ___ Libido Theory
   b. ___ Dreams analysis
   c. ___ Rational psychotherapy
   d. ___ Compromise formation

2. In contrast to Sigmund Freud's theory that man is motivated by inborn tendencies, identify the theorist who believed that man is motivated by sources outside himself such as urges arising from within the social environment.

   a. ___ Alfred Adler
   b. ___ Karen Horney
   c. ___ Edward Sullivan
   d. ___ Eric Berne

3. The old societal notion that mental illness is something of which an individual or family should be ashamed has now disappeared because of modern research. T F

4. Before an 18-year-old entered counseling sessions 3 weeks ago, she was described as being depressed, lonely, and in a state of despair. She now reports that she was helped by the sessions and calls them highly successful. Upon learning of these counseling sessions, she was asked to complete a self-inventory sheet. Her emotions and behavior are now described as just the opposite of how they were before counseling. Which best describe her present state?

   a. ___ Tears, curtness, anger
   b. ___ Jokes, sarcasm, solitude
   c. ___ Frustration, peace, dedication
   d. ___ Hopefulness, enthusiasm, laughter

5. Psychoanalyst Karen Horney, who criticized Freud's theories on instincts of sex and aggression, believed that the underlying determining principle for human behavior was the need for security. T F

6. The conditioned reflex therapy has been criticized by psychologists because of its use of the Pavlovian conditioning process. T F

7. Carl Jung's theory of personality is usually identified as a psychoanalytical theory because it:

   a. ___ expresses long-term interpersonal contrast
   b. ___ emphasizes the unconscious processes
   c. ___ contains self-testing guidelines
   d. ___ represents present-day experiences

8. Read the situation below and choose the answer which would indicate that the person is exercising self-control.

   "You have studied very hard to pass a test, but failed it miserably." You would:

   a. ___ feel anger and resentment towards the tester.
   b. ___ ask if you can take the test again after more studying.
   c. ___ feel despondent for sometime following the test.
   d. ___ check to see what grade your friend made.

9. In order to positively influence other people through my actions, I should portray one of the following behaviors.

   a. ___ Be emotionally stable
   b. ___ Be apathetic
   c. ___ Be a conformist
   d. ___ Be a good boss

10. You have just met a person your age at a community dance. You immediately do not like this person. You would:

    a. ___ find a topic of common interest.
    b. ___ completely hide from the person.
    c. ___ try to put the person in his/her place.
    d. ___ speak only when spoken to.

11. Check three of the following that would show self-control in a successful everyday interaction with others.

    a. ___ good manners
    b. ___ inadaptive behavior
    c. ___ admiration of others
    d. ___ calmness of affairs

UNIT NINE - HUMAN SEXUALITY

A. GENETICS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know principles of genetics.
. . . apply genetic laws and theories to practical situations.
. . . appreciate the role of genetics in family planning (genetic counseling).

SUGGESTED ACTIVITIES

1. Assign projects to observe genetics in action by raising plants or animals.

   Conduct discussions of personal values and feelings about ramifications of genetic counseling.

   Conduct value clarification sessions relating to genetic counseling situations for couples.

   Ask a nurse or doctor to explain various methods of abortion.

2. If feasible, ask a woman who has had an abortion, and would be comfortable relating her experience and feelings, to come in and visit with the class.

   Investigate costs of raising a child from birth, in view of each of the possible disorders. Example: Expense of institutionalizing a severely retarded child for life. Examine alternatives.

   Invite parents or medical people in to discuss mental retardation and genetic counseling. Example: PKU, or Down's Syndrome.

3. Trace family tree, or trace the pedigree of a registered animal. Invite a medical doctor who has done genetic counseling to relate alternative available choices for families.

   Invite clergymen of different denominations to present their views on genetic counseling.

   Interview persons who treat or have sickle cell anemia, diabetes, etc. Identify ways of preventing birth defects.

4. List all disorders that are considered hereditary or occur at conception. Identify birth defects. Research DNA and RNA (the synthesis of protein). Make genetic charts illustrating Mendal's laws. Explain the RH factor. Examine cell life. Invite a doctor or nurse to discuss various methods of contraception.

Write to the following addresses for population information.

a. Planned Parenthood
810 Seventh Avenue
New York, NY 10019

b. Birth Control Handbook
P. O. Box 1000
Station G
Montreal 130, Quebec
Canada

SAMPLE QUESTIONS

1. There are, in each living organism, a pair of hereditary factors for each characteristic called:

a. ___ chromosomes   c. ___ genes
b. ___ gametes   d. ___ gonads

2. A zygote is:

a. ___ a nucleoprotein   c. ___ an enzyme
b. ___ a fertilized egg   d. ___ a DNA molecule

3. The principles of heredity were established about 500 years ago. T F

4. If the first child is a girl, the chances of the second child being a boy are better. T F

5. About 85 percent of the population is believed to be RH positive. T F

B. INTERPERSONAL RELATIONSHIPS

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know useful generalizations for maintaining positive relationships.
. . . apply concepts and principles to classroom and family situations.
. . . formulate a life plan concerning marriage and family.

SUGGESTED ACTIVITIES

1. From comic books, Mad magazine, Sunday Funnies, the teacher cuts comic strips and divides them into individual frames. Captions should be blotted out with a magic marker or cut out. Cartoons from one short story (8-20 frames) should be placed in a small paper bag. The student chooses a bag, and using the cartoon frames available, makes a story which shows interrelationships of family members and how these interactions of family members affect the health and happiness of each of the members of the family. The story may center around a health and/or happiness problem situation of one member of the family.

2. Role play jealousy, a broken romance, a VD experience, a pregnancy, an individual who "two times", and being stood up.

   Plan a wedding and the first year of marriage by couples. Contacts, prices, plans, etc. Draw up marriage and divorce contracts. Interpret the spiraling divorce rates. Why are they so high?

3. Survey 100 peers to gather information concerning:

   a. Factors which annoy or embarrass them about dating.
   b. Factors which contribute to a successful and enjoyable date.

   Tabulate data and prepare dittoed findings and conclusions for class to review and discuss.

4. Role play conflicts in marriage and acceptable ways to deal with the conflict. Dramatize the best of selected alternative responses in given premarriage, marriage, and family relationships. List the best ways of ending a relationship. Do a project that expresses students' interpretations of interpersonal relationship.

SAMPLE QUESTIONS

1. You are a new student and no one has invited you to participate in games at recess. You -

   a. ___ go to a secluded corner of the playground and sulk or cry.
   b. ___ go up to a group, introduce yourself and ask if you might join them.
   c. ___ go tell the teacher that no one likes you and you hate this school and these stuck-up kids.
   d. ___ disrupt their games by running through the ball diamond, jump rope, etc.

2. Your younger brother just took your basketball without asking permission and is shooting baskets outside. You and your classmate have just come home from school and want to shoot baskets. You -

   a. ___ tell mother
   b. ___ take the ball away from him and spank him and send him into the house.
   c. ___ say, "I'm disappointed that you would use my ball without my permission. Dan and I want to shoot baskets but you may take turns with us."
   d. ___ let the air out of the ball to teach him a lesson, and you and Dan go in the house and play chess instead.

3. Your friend has just broken a toy of yours. You -

   a. ___ hit him on the hand with it
   b. ___ go tell his mother
   c. ___ cry and run tell your mother
   d. ___ say to him, "Let's see if it can be fixed"

4. Match the behavior on the left with the emotion on the right which may be felt in the given situation.

___ Your 2-year-old brother throws a temper tantrum.

___ Your teacher just scolded you in front of the class which made you blush.

___ Your classmate just called you "teacher's pet" because you got an A on your math paper and he got a C (his feelings are)

___ You pout and bang the kitchen door on your way outside because your mother just told you that you could not stay overnight at your friend's house tonight.

a. Anger

b. Disappointment

c. Jealousy

d. Embarrassment

5. Match the behavior on the left with the emotion on the right which may be felt in the given situation.

___ A new student is crying because the boys didn't ask him to play ball with them.

___ A mother holds and rocks her 2-year-old after he skinned his knee.

___ Your best friend comes and puts an arm around your shoulder after you just lost a race.

___ A new boy acts like a big bully.

___ A poor student is the class clown.

a. Proud

b. Loving

c. Insecure

d. rejected (left out)

6. You are playing with a friend. You were pretending his plane was crashing and you crashed it too hard. You didn't mean to break it. You -

a. ___ leave quickly because you are afraid your friend may get mad at you.
b. ___ you say "I'm sorry" and then leave
c. ___ you apologize and offer to buy a new one if it can't be fixed.
d. ___ laugh it off

7. You find out your best girl friend has been saying things about you that aren't true to another friend. You -

a. ___ catch her after school and beat her up
b. ___ start telling lies about her to other students
c. ___ confront her and try to find out why
d. ___ phone her mom and tell her

C. REPRODUCTION

STUDENT OBJECTIVES - GRADE 9-12

The student will:

. . . know the reproductive system and the stages of prenatal development.
. . . recognize physical and psychological factors affecting prenatal development and mother's health.
. . . recognize the importance of family planning.

SUGGESTED ACTIVITIES

1. Use the Hubbard wall plaques on the birth of a baby to describe childbirth to a friend, parent or teacher. Use the following words in your description:

   a. umbilical cord
   b. placenta
   c. vagina
   d. uterus
   e. fetus
   f. labor

   Ask an obstetrician, midwife, nurse or mother to describe the birth process to you. Write a half-page argument for natural birth and a half-page argument for childbirth assisted by anesthesia.

2. Invite a doctor or nurse to discuss various methods of contraception. Do short research reports on population growth, population estimates, and need for population control.

   Start a population control bulletin board. Bring in articles related to contraception, abortion, population, and growth problems. Make a timeline on construction paper around room showing population growth from ancient times.

   Investigate costs of raising a child from birth to marriage or independence. Write to the following addresses for population information.

   a. Planned Parenthood Association
   810 Seventh Avenue
   New York, NY 10019

   b. Birth Control Handbook
   P. O. Box 1000
   Station G
   Montreal 130, Quebec
   Canada

3. Invite clergymen of different denominations to present their views on abortion.

Conduct discussions of personal values and feelings about abortion. If feasible, ask a woman who has had an abortion, and would be comfortable relating her experience and feelings, to come in and visit with the class. Ask a nurse or doctor to explain various methods of abortion.

4. Birth Control Survey

Instructions: Below is a list of issues concerning the pill. Please read all statements very carefully, and respond to all of them on the basis of your own true beliefs without consulting any other person. Do this by reading each statement and then writing in the space provided at its left only one of the following numbers: 1, 2, 3, 4, 5. The meaning of each of these figures is:

1-strongly disagree
2-disagree
3-undecided
4-agree
5-strongly agree

___ The pill should be sold to single adults without any restrictions.
___ The pill should be used to reduce the rate of illegitimacy.
___ The pill will lead to the decline of the family institution.
___ The pill should be given to poor women without charge.
___ It is sinful to use the pill.
___ Use of the pill harms women physiologically.
___ The pill should be used to make coitus outside marriage safe.
___ The pill should be used to promote the economies of poor countries.
___ The pill should be sold to married adolescents without any restrictions.

SAMPLE QUESTIONS

1. Which humane solutions can help lessen chances of famine?

a. ___ war
b. ___ reduction of population growth
c. ___ reduction of meat production
d. ___ earthquakes
e. ___ improvement of worldwide food distribution systems
f. ___ increasing farm production
g. ___ reducing the prices of petroleum - produced fertilizer to poor countries

2. In order to implement zero population growth in a country, which of the following will be helpful?

a. ___ family-planning services made available to everyone

b. ___ new roles for women that will make it possible for them to achieve social status and self-fulfillment through activities other than bearing children.

c. ___ devising national economic and social policies that encourage and promote low fertility instead of population explosions.

3. The optimum time to have an abortion to reduce risk to the woman is:

   a. ___ after the fifteenth week of pregnancy
   b. ___ before the tenth week
   c. ___ anytime during pregnancy
   d. ___ anytime during first half of preganancy

4. It is estimated that one out of every five live births in the United States each year is an unwanted baby. T F

5. Parents who are happy, well-adjusted, and satisfied with their lives are typical child abusers. T F

6. The lack of children reflects on your manhood or womanhood. T F

7. Natural parents will usually provide more love and security than adoptive parents. T F

8. Unwanted children grow up with good self-concepts despite their parents' attitude. T F

9. Child abuse is a result of parents' frustration. T F

10. Match the following:

___ rhythm method
___ coitus interruptus
___ ovulation
___ vasectomy
___ oral contraceptive
___ diaphragm
___ "safe time"
___ intrauterine contraceptive device
___ spermicides

a. "the pill", chemical that prevents ovulation.

b. cutting and tying the man's vas deferens so the sperm can not travel from the testes to the penis.

c. having sexual intercourse during the "safe period"

d. withdrawing the penis from the vagina just before ejaculation.

e. a soft rubber cap that fits tightly over the cervix.

f. ovum is expelled from the ovary.

g. vaginal foams, jellies, or cream that kill or immobilize sperm

h. cutting and tying of fallopian tubes.

i. from first day of menstruation to the tenth day. Then from the eighteenth day until period begins again.

j. water sprayed into the vagina under pressure.

k. IUD plastic coil to prevent implantation.

UNIT TEN - SUBSTANCES

A. PROPER USE

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know principles behind the selection of certain substances to treat certain conditions.

. . . judge the adequacy with which conclusions concerning substance use are supported.

. . . use an objective approach in making responsible decisions on substance use.

SUGGESTED ACTIVITIES

1. a. Medicines can be helpful or harmful. Man has used medicines for thousands of years. Early use of medicine was associated with magic. Some drugs used in early days are now used in refined forms: curare, digitalis, quinine.

Early medicine derived directly from natural sources, like plants, and were usually found by trial and error to provide physical relief or hasten recovery.

b. Discuss the "wonder drugs," such as penicillin, and what they have done to prevent or reduce the seriousness of certain diseases like scarlet fever, ear and throat infections, pneumonia, etc.

c. Discuss the role of vaccination and immunizations in reducing the incidence of many diseases, notably smallpox, diptheria, and poliomyelitis.

d. Aspirin can be a dangerous drug. Ask if the class knows of anyone whose stomach was pumped. Do they know why? Why are babies given smaller tablets? Why do bottles have special caps that can't easily be removed?

e. Discuss the effects of drugs on specific body parts (brain, liver, lungs, nose). Identify drugs.

f. Have the student research the methods by which drugs are introduced into the body.

(1) Injection, muscle, blood stream
(2) Swallowing, stomach
(3) Breathing, absorption
(4) Rectal absorption

2. STUDENT EVALUATION OF DRUG RELATED MATERIALS

Students can be made responsible for setting up drug literature centers in the library or other areas. Suggested evaluation criteria follows:

a. General Information about Resource

    (1) Title
    (2) Where can it be obtained?
    (3) Cost?

b. What is the main point the author is trying to get across--to frighten people, to give pharmacological information, to suggest substitutions to drug use, or to talk about the drug culture?

c. What is your first impression? "It's boring," "It doesn't flow," etc.

d. What do you like best about it?

e. What do you like least?

f. What age group is the literature most appropriate for?

g. Is the material documented, or does it simply represent the author's opinion?

h. Did you learn anything new?

i. Is the information current?

j. On a scale of 1-5, how would you rate this? 1=dislike, 5=like very much.

3. The student will identify reasons to use drugs. Important reasons to be considered:

a. To control disease
b. Personal diagnosis of aches and pains
c. To relieve pain
d. To extend life
e. Facilitate surgery
f. Improve diet
g. Combat fatigue
h. Induce sleep
i. Pleasure
j. Improve appearance
k. Reduce anxiety
l. Appetite control
m. Reproduction control
n. Religious ceremonies
o. Escape from reality

4. Brainstorm reasons for drug use.

    a. Divide the class into four groups of six to eight, and pick one member of each group as a recorder.

    b. Ask the question: "Why are drugs used by people today?" The recorder should write all the reasons down that are mentioned by the group. It is important to list all reasons given without criticizing. This technique is designed to get as many ideas out of the group as possible. After the list is complete, inapplicable ideas may be deleted.

    c. Each student should take home a copy of the group list and indicate whether each reason is a positive or negative reason for taking drugs, considering personal beliefs and those of society.

    d. Groups meet again to come to a group decision concerning positive and negative reasons for taking drugs.

    e. Bring total group together and discuss the factors that influence individual and group decisions.

5. Student goals.

    a. List five things you wish to achieve in life. Will your present path lead to these goals?

    b. Consider the following question: Is there a difference between the person you are and the person you want to be? What factors contribute to this difference? How can you alter the factors that make you the person you are?

    c. Make two posters.

        (1) The person you are.
        (2) The person you want to be.

        Posters can be collections of pictures representing your personality and interests. Ask students to make a written or pictorial list of activities that can help to bridge the gaps between reality and their goals.

6. What problems can hinder us from reaching our goals?

    a. List and discuss problems common to all people.

        (1) Adjust to isolation.
        (2) Adjusting to groups of people.
        (3) Concern over well-being of self and others.
        (4) Future security (ecology, jobs, etc.)

    b. Discuss ways people try to avoid their problems:

        (1) Avoidance
        (2) Withdrawing (daydreaming)

(3) Aggressiveness
(4) Drug dependency

c. Discuss the formation of habits. Make a magazine collage of people engaged in habits.

d. Discuss the effects of drug habits: smoking, alcohol and other drugs.

(1) Physical
(2) Emotional
(3) Social
(4) Legal

SAMPLE QUESTIONS

1. While research indicates safe usage presently for many drugs, long-term effects may be difficult or impossible to predict. T F

2. Nonfatal side effects of a drug may prevent usage of a medication that has been proven effective. T F

3. When a drug is effective on test laboratory animals, it is considered safe for humans. T F

4. A double blind experiment includes all but one of the following:

a. ___ the researcher is unaware of which person receives the experimental medication.
b. ___ patients should be aware that they are being tested.
c. ___ use of placebos.
d. ___ two groups of patients receive the same drug.

5. It is easy to do research on the effects of "street drugs" because of their easy accessability. T F

6. Smoking is a major contribution factor of emphysema. T F

7. The combined effects of drinking alcohol and sedatives can cause death. T F

8. Diseases are caused by:

a. ___ germs
b. ___ good nutrition
c. ___ fevers
d. ___ sleep

9. Some dangers of aspirin include all of the following, except:

a. ___ stomach irritation
b. ___ disturbance of clotting mechanism
c. ___ fever reduction
d. ___ aspirin poisoning

10. Viral infections are dangerous because current medical practice treats, rather than cures them, T F

B. POISON PREVENTION

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know classifications and categories of poisons.
. . . integrate information about poisons into a home poison prevention program.
. . . use first-aid procedures for poison treatment with speed and accuracy.

SUGGESTED ACTIVITIES

1. Name the proper uses and dangers of common household products.

    a. Most have good uses and should not be misused.
    b. Some are fire and health hazards when improperly used.
    c. Examples:

        (1) Disinfectants
        (2) Paint, lacquer, turpentine
        (3) Shoe polish, furniture polish
        (4) Paste and glue
        (5) Solvents: for removal of paint and stains from furniture, woodwork, clothes, and skin
        (6) Soaps, cleansers, and detergents
        (7) Fertilizer
        (8) Gasoline
        (9) Spot remover
        (10) Lye, drain, and oven cleanser
        (11) Cosmetics, lotions, cologne
        (12) Hair dye, nail polish removers

2. a. Observe Poison Prevention Week. This usually is scheduled in March.

    b. Discuss how to help family and other children know how to use medicines properly and to stay away from harmful substances.

    c. Discuss medicines that are attractive to children and why (good taste, smell, and color).

    d. Make a list of emergency phone numbers to post at home near the telephone (Doctor's office or dispensary, military police, fire department, poison control center, ambulance, etc.).

    e. Ask the school nurse to discuss emergency measures with children: Immediately call mother or father or contact another adult; know how to use the First-Aid Kit (to apply band aids).

    f. Summary:

        (1) Re-emphasize that medicines and household substances must be used only for their intended purpose.

(2) Re-emphasize the meaning of printed warnings on containers.

(3) Taking medicines in the dark is very dangerous.

(4) Unlabeled medicines or household substances are extremely dangerous.

(5) Nonprescription and some prescription medicines have a special appeal for young children: candy flavored medicines such as baby aspirin, cough syrup, and vitamins.

(6) Learn how to protect others from harmful substances as well as first-aid for emergencies.

3. a. Using existing Red Cross first-aid materials, classify poisonous substances into categories.

   b. Identify the antidotes for each category of poisons and the proper treatment procedures.

4. Develop a poison prevention and treatment program for your home.

SAMPLE QUESTIONS

1. Adolescents can become poisoned while experimenting with drugs. T F

2. Pills and tablets are especially appealing to children because the shape and size is like candy. T F

3. Kerosene and other petroleum distillates cause many fatal poisonings of children. T F

4. The best way to discard unused household medications and poisons is to:

   a. ___ flush them down the toilet
   b. ___ place them in trash containers
   c. ___ burn them in an incinerator
   d. ___ give them to someone who can use them

5. A proper method for preventing poisoning accidents is:

   a. ___ poisons stored separately from foodstuffs
   b. ___ poisons placed in drinking glasses or soft drink bottles
   c. ___ household chemicals placed under the sink
   d. ___ unlabeled poison bottles placed in cupboards

6. Match the accidental poisoning situation with the best prevention technique.

___ a teenager gargles with an acid in a Listerine bottle	a. Poisonous ornamental and garden plants should not be around the home.
___ a toddler eats a bottle full of aspirins	b. Poisons should be kept in their original containers.

___ an adult takes the wrong medicine

___ a baby finds a drain cleaner and drinks it

___ lye is used in cooking instead of flour

___ a child eats a castor plant

___ a teenager passes out from carbon monoxide

___ a woman becomes nauseous after using a lot of hair spray in her small bedroom

c. Poisons should be stored separately from food.

d. Flavored medicines should not be called candy.

e. Poisons should not be stored under the sink or in accessible places.

f. Bottles should be labeled and labels should be read.

g. Cars should be started in a well ventilated area.

h. Aerosol spray cans should be used in ventilated rooms.

7. It is important in a health sense that you paint your home with:

a. ___ a color of paint that is associated with happiness
b. ___ paint that does not fade
c. ___ paint that is free of lead
d. ___ outdoor paint for indoor walls

8. In order to help prevent fatal poisoning while babysitting, it is important that you do all but one of the following:

a. ___ make sure the doctor's phone number is listed near the phone.
b. ___ read the label on the bottle or can if contents is swallowed by the child.
c. ___ have a first-aid book available.
d. ___ tell the children that their medication is candy.

9. A person should vomit all of the following, except:

a. ___ medications
b. ___ insecticides
c. ___ poisonous plants
d. ___ corrosives

10. Match the correct first-aid treatment with the type of poison or corrosive.

___ strong acid
___ alkali
___ noncorrosive poison
___ not sure of poison

a. Milk or water and induce vomiting.

b. Universal antidote of Milk of Magnesia, crumbled burnt toast and strong tea.

c. Water, Milk of Magnesia or baking soda solution and milk, olive oil or egg white.

d. Water, vinegar or lemon juice in diluted fluid and then milk, olive oil or egg white.

e. A mixture of Epsom Salts and potash with tonic water.

UNIT TEN - SUBSTANCES

C. MISUSE OF LEGAL SUBSTANCES

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know proper use of conventional substances.
. . . judge the comparative societal damage of legal vs. illegal substances.
. . . display a consciousness of the possible damages in misusing legal substances.
. . . perform alternative skills in lieu of using legal substances (sports, art, music).

SUGGESTED ACTIVITIES

1. Make a chart of legal drugs according to effect (sedative, antibiotic, etc.)

   a. Explain why each drug is in a particular category.

   b. Indicate conditions or situations where each drug is used.

   c. List dosages for each drug, normal and excessive.

   d. List some effects of excessive use or overdosage.

   e. List effects of mixing various types of drugs.

   f. Do the same for several kinds of foods.

2. a. Discuss the "wonder drugs" such as penicillin and what they have done to prevent or reduce the seriousness of certain diseases like scarlet fever, ear and throat infections, pneumonia, etc.

   b. Discuss the role of vaccination and immunizations in reducing the incidence of many diseases, notably smallpox, diphtheria, and poliomyelitis.

   c. Role play situations as doctors, nurses, or parents administering medicines, showing why improper attention to dosage, precautions, adverse reactions, and means of administering are vitally important.

   d. Discuss why the doctor is sometimes reluctant to prescribe penicillin. (Repeated use for minor infections may make it ineffective when you really need it.)

3. Aspirin can be a dangerous drug. Ask if any in the class ever had to have his stomach pumped? Or anyone's brother or sister? Do they know why? Why are babies given smaller tablets? Why are there special bottle caps that can't easily be removed?

4. a. Alcohol and tobacco are legal products in our society. These substances can be harmful to people. List some of the problems these substances can cause. Try to find information on the costs to our nation.

   b. Compare the costs to our nation of the use of:

      (1) Alcohol
      (2) Tobacco
      (3) Illegal substances: heroin, marijuana, psychedelics, etc.

SAMPLE QUESTIONS

1. The fact that parents smoke or do not smoke probably has little effect on whether children smoke. T F

2. The decision of whether to smoke or not is usually made after careful consideration of the advantages and disadvantages. T F

3. There are more abusers in heroin use in the United States than there are abusers of alcohol use. T F

4. The overall amount of money spent in the United States for alcohol is probably greater than that spent for heroin. T F

5. Some advertising is designed to prevent alcohol misuse. T F

6. Making a substance illegal will usually increase its price. T F

7. Substances are often made illegal when they are extremely dangerous for an individual to use. T F

8. Using alcohol carefully and moderately is generally considered acceptable. T F

9. Smoking tobacco sometimes results in causing discomfort to others. T F

10. The more intelligent people are the less who are likely to smoke. T F

D. ILLEGAL SUBSTANCES

STUDENT OBJECTIVES - GRADES 9-12

The student will:

. . . know current views relating to legalization of presently illegal substances.

. . . formulate a classification system for illegal substances.

. . . recognize the role of systematic data-collecting in decision-making.

SUGGESTED ACTIVITIES

1. The results of this questionnaire are not to be used for grading purposes. The purpose of this checklist is to allow the student to indicate present knowledge concerning drugs and drug use. This instrument may be used as a pre- and post-test to evaluate the completed drug education unit.

   Directions: Consider each item carefully. There are no right and wrong answers. Answer each item as honestly as you can. After each item, put an X in the space that represents your knowledge on the topic:

   None: You have very little or no knowledge of this topic.

   Some: You know something about this topic but would like to have more information.

   Adequate: You are satisfied that you know enough about this topic.

	NONE	SOME	ADEQUATE
1. Alcohol			
2. Barbiturates			
3. Hashish			
4. Stimulants			
5. Tobacco			
6. Volatile Substances			
7. Methadone			
8. Opium			
9. Hallucinogens			
10. Drugs			
11. Marijuana			
12. Narcotics			
13. Morphine			
14. LSD			
15. Glue			
16. Caffeine			
17. Amphetamines			
18. Depressants			
19. Heroine			
20. Cocaine			

The above items may promote discussion on the physical, social, and psychological effects of each substance and the legality of each, both in the United States and the host nation.

2. The following exercise might also be used as a pre-test and post-test or both.

Directions: Place a T for True and F for False, or a ? for Don't Know after each of the following statements about drugs. Explanations are included for teacher reference.

a. Amphetamines increase appetite.
False, they are stimulants and decrease appetite.

b. Caffeine is found only in coffee.
False, it is found in tea and cola drinks, also.

c. Excessive amphetamine use can cause fatigue.
True, the body becomes tired after long periods of stimulation.

d. Amphetamines are sometimes prescribed by doctors.
True, they can be used as diet pills and to overcome mild depression.

e. Morphine and heroin are derived from opium.
True, they are both opium derivatives which come from certain types of poppy plants.

f. Heroin is often used by doctors in the United States to treat patients.
False, but other opium derivatives are used to alleviate pain.

g. Opiates can cause addiction.
True, severe withdrawal symptoms may result when opiate use is discontinued.

h. People take opiates because the drugs stimulate them and pep them up.
False, opiates are depressants.

i. Trying LSD once is not risky.
False, LSD, an hallucinogen, has various effects on various environments and situations.

j. Methadone is sometimes used to treat heroin addiction.
True, methadone is a synthetic substitute for opiates.

k. Marijuana gives a sense of well-being in all users.
False, different substances effect people differently under different conditions; some people become frightened by the tripping experience that marijuana can bring with it.

l. LSD causes panic reactions in some people.
True, even regular users advise the use of a guide on an LSD trip. Fear, anxiety, and suicide are known negative consequences.

m. Hashish is stronger than marijuana.
True, although there are varying strengths of both hashish and marijuana, hashish, the resin of the cannabis sativa plant, is usually stronger.

n. Mescaline can cause distortions in perception.
True, it is an hallucinogen.

o. An "acidhead" is a habitaul user of marijuana.
False, the term refers to an LSD user.

p. If two barbiturate pills are equivalent to a shot of whiskey, then one can expect to get the same reaction from six shots of whiskey, as from four shots of whiskey and four "Barbs".
False, mixing alcohol and barbiturates enhances the effects of both drugs beyond their effects when taken independently. This is called the synergistic effect.

q. Alcohol can produce death by overdose.
True, most drugs have limits which the body can absorb.

r. A person can become physically dependent on alcohol.
True, tolerance develops and withdrawal symtoms may be experienced.

s. Alcohol is a stimulant.
False, it is a depressant.

t. It is possible to become physically dependent on barbiturates.
True, barbiturates are depressants.

u. Nicotine makes the heart beat slower.
False, heart rate increases after smoking.

v. Glue sniffing is harmless because it has no physical effect on the body.
False, glue contains orgainic solvents which can damage liver and brain cells.

w. Filter cigarettes eliminate risks of smoking.
False, filters may reduce the tar and nicotine levels but not completely eliminate them.

x. Cigarette smoke can cause bronchitis.
True, cigarette smoking is linked with bronchitis although air pollution and other factors are also involved.

y. THC is the substance in inhalants and glue that cause one to feel high.
False, Tetra Hydrocannabinol is the active ingredient in marijuana and hashish. Toluene, exylene, benzene, naphtha, hexane, acetone and carbon tetrachloride are some of the volatile substances which are inhaled.

3. Select committees to do research on drugs. The research might include such specifics as the following:

   a. Drugs derived directly from natural sources and still in use today.

   b. The development of synthetic drugs and their importance in medicine today.

   c. The growth of the drug industry in recent years.

   d. Laws concerning the sale and manufacture of drugs and narcotics.

   e. The history of drug use.

   f. The classification of drugs according to their effects.

4. Find out how many states in the United States now regard marijuana use as a misdemeanor. Is there any other legislation to make punishment for illegal drug use less severe?

SAMPLE QUESTIONS

1. Which of the following is illegal in most countries?

   a. ___ alcohol
   b. ___ depressants
   c. ___ amphetamines
   d. ___ hashish

2. Most hallucinogens are considered legal. T F

3. One may purchase sleeping pills in most pharmacies. T F

4. One must be 21 years of age to purchase any drug. T F

5. Most countries have the same laws dealing with illegal substances; only the penalties differ. T F

6. Marijuana is illegal throughout the world. T F

7. Check four terms commonly used to classify substances:

   ___ Stimulants
   ___ Depressants
   ___ Narcotics
   ___ Antiseptics
   ___ Hallucinogens

8. Most illegal substances have been so declared because of scientific proof that they are dangerous to people. T F

9. Drugs should not be used by people to solve their problems. Agree Disagree

10. People should be able to do whatever they want to with their bodies; this includes the use of any drug.

    Agree Disagree